A Study of Personality of different Nut ritional Status Children in relation to their Self-Concept and Achievement-Motivation

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Food is essential for human being, human existence just like the air we breathe or the water we drink. The food that we eat is utilised in the body and the assimilated substances are used for the growth and maintenance of tissues. Nutrition is defined as food at work in the body. In a broader sense nutrition is defined as the combined of process by which the living organism receive and utilise the materials neccessary for the maintenance of its functions snd for the growth and renewal of its component.

The present thesis has been written and a great many are still to be written on the performance and achievements of the nutritional topic. Obviously the title of this thesis defines as well as delimites the field of study. An attempt has been made to make through. ***A study of personality of different nutritional status children in relation to their Self-Concept and Achievement-Motivation.*** *The title and the contents bring out and delimit the scope of this study. A study of nutritional status has been defined clearly in the introductory of the certain work.*

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DECLARATION

I hereby declare that the thesis entitled ***"A Study of Personality of different Nutritional Status Children in relation to their Self-Concept and Achievement-Motivation"*** being submitted to Bundelkhand University, Jhansi for the Degree of Doctor of Philosophy in Home Science is an original piece of research work done by me and to the best of my knowledge and belief the thesis or any part of the thesis has not been published in any other University or Examining Body in India or abroad earlier.

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CERTIFICATE

Certified that the present thesis entitled, ***"A Study of Personality of different Nutritional Status Children in relation to their Self-Concept and Achievement-Motivation"*** by Pratima Sengar embodies the work carriedout by her under my supervision and that this work has not been submitted elsewhere for a degree. Pratima Sengar has put in more than 200 days of attendence during this work.

Meena Kumari

Date - 04-08-08 **(Dr. Meena Kumari)**

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Chapter First

Chapter First

INTRODUCTION

Food is essential for (human being) human existence just like the air we breathe or the water we drink. The food that we eat is utilised in the body and the assimilated substences are used for the growth and maintenance of tissues. A living organism is the product of nutrition. The human being requires more than 45 different nutrients for its well-being.

Nutrition is the science of food, the nutrients and other substances theories; their action, interaction and balance in relationship to health and disease; the process by which the organism ingests, disgests, obsorbs, transports and utilizes nutrients and disposes of thier end products. In addition, nutrition must be concerned with social, economic, cultural and psychological implications of food and eating.

Nutrition is the science of food values. It is relatively a new science which was evolved from chemistry and physics. Nutrition is often mentioned as a branch of chemical science or bio-chemistry. The effect of food on our body is explained in nutrition. In other words, nutrition is defined as food at work in the body. In a broader sense nutrition is defined as the combined of process by which the living organism recieve and utilise the materials neccessary for the maintenence of its functions snd for the growth and renewal of its component.

Nutrition is the good we get from all the food we eat and it helps our bodies work. Food is made up of different types of nutrients that contribute to our food being nutritious! These nutrients include carbohydrates, fats, proteins, vitamins, minerals and water. If our bodies fail to get all the nutrients they need this is called malnutrition. If a person suffers from malnutrition they can be more likely to catch diseases and it can effect the functions of their body such as brain, eyesight, organs, height, weight, as well as the formation of body parts if the child is still in their mother's womb.

In the developing world the biggest concerns often lie with the lack of vitamins and minerals, as well as the access to clean drinking water. For information on water see our resource, water and sanitation. In this resource we will focus on vitamins and minerals. When a person lacks these they are said to be suffering from micronutrient malnutrition.

Malnutrition can occur in developed countries but is most likely to be seen in children in developing countries. It is believed that almost one third of children in developing countries are malnourished. Breastfeeding is a vital source of micronutrients for babies.

The solution to a lack of nutrients is to improve people's diet. This can be done naturally – this is the ideal, however, often people do not have access to the right types of food, and in some cases any food at all! As a result groups of people are fed 'supplementary food', this is food extra to their diets which contain the nutrients they lack. Another method of

providing the needed nutrients in countries where a population as a whole is lacking a certain vitamin or mineral it is added to a staple food such as flour or salt, this is called fortification.

It is important to realise an inadequate supply of food is often caused by war (where people working in fields are unable to work for fear of violence or landmines, or people have had to flee their homes and so leave food supplies) or poverty (where food is available but people do not have the money to buy it or land to grow it). The situation can be especially bad if a country has suffered a combination of factors, for example, a drought and a civil war.

As well as the shortage of food, disease also causes malnutrition. Diseases such as diarrhoea cause the body to loose essential nutrients, by flushing them out of the body. They can take a long time to replace and may affect a child's growth and development. Another important fact is that malnutrition is increasing in developed countries. This is caused by people choosing to eat the wrong types of food, not by a lack of adequate supply. Nutrition scientist defines the nutrition are as follows:

"Nutrition is the combination of process by which the living organism recieves and utilizes the materials necessary for the maintenance of its function and for the growth and renewal of its components. Nutrition, food, nutrients and the nutrients particle which is found in the food maintain the various metabollic activities and protect the body from the various diseases and nutrition is very useful for the human beings that

means nutrition is that science in which the nutrients which is necessary for the living being is taken from the food science is that branches which gives the every knowledge about the body and parts of body and also gives the various information about the various metabollic activities which is perform inside the body."

Food Needs and Food Availability

Food needs for everyone is must. Its depend on production. Increasing of population is the cause of lack of food availability. The per capita production of all other foodstuffs has remained almost stationary as the increase in population has been keeping pace with increase in production of these foods. The minimum food requirements are discussed below after taking into consideration the food availability and food needs.

Cereals

The daily per caput availability of cereals at present is about 400 to 420 gr. In view of the fact that the availability of fat and milk is far below the levels. It is essential to increase cereal availability to 600 gr. per capita per day.

Pulses

The per capita availability of pulses has been remained at about 45 to 50 gr. over the past 30 yrs. The present production is adequate to meet the needs of the population.

Oilseeds and Nuts

Maximum population of the country used maximum parts of production of oil. About 10% of the oil production is used for the industrial purpose. There is need to increase oil production to 15 gr. daily in due course.

Milk

The increase in population has been keeping pace with increasing in milk production with the result of the per capita milk production has remained more or less consant.

Vegetables

The daily per caput production of vegetables has been 55 gr. It's desirable to produce and consume leafy vegetables in preferance to other vegetables. Its a rich sourse of vitamines, minerals, iron etc. like provitamine A, Vitamin C, folic acid, calcium and iron.

Fruits

Food production is not satisfactory in respect of population. It has daily production is about 40 gr. This is to adequate to meet the need of the population.

Remember if a diet consists of a single food item then the food will be unhealthy no matter what the food is no single food. item contains all the nutrients use & need to lead a healthy life. For example babies rely on milk for all their nutritional needs.

Qualitative Adequacy

Our diet consists of diferent chemical substances called nutrients that are classified into six classes. They are carbohydrates fats, protiens, vitamines, mineral salts and water. The study of food and diet is known as nutrition.

Proteins

Proteins means "to come first". This suggested that the protiens are essential nutrients. No organism can live and almost no biological process can take place without protiens. Protiens provide four calories per gram. Proteins should comprise about 12% of a child's total caloric intake.

The daily per caput phsycological protein requirements as assessed by the ICMR Advisory Committee is 45 gr. and the retail level is 50 gr. Increased cereal intake will help to meet the protien requirements.

Carbohydrates

Carbohydrates are found in food as monosaccharide, disaccharides and polysaccharides. The monosaccharides are glucose, galactose and factrose. The disaccharides are sucrose, lactose and maltose. The polysaccharides are comprised of many glucose molecutes and are the following- (i) glycogen (ii) cellulose and (iii) starch.

Vitamins

Vitamins used by our bodies and if we do not get enough of the right ones it can affect us mentally and physically. As our bodies do not make vitamins, we have to get them from food. If we do not have enough of one vitamin it can also affect our body's ability to take in other vitamins.

Each vitamin has a role to play to keep us healthy. For example Vitamin C helps our body heal if we get a cut. There are two types of vitamins water-soluble and fat soluble. Vitamins A, D, E, and K are fat-soluble. The Vitamin A and C requirement will met by 50 gr. green leafy vegetables. It eill also supply appreciable amount of riboflavin and folic acid.

Minerals

Plants obtain minerals from the soil. Animals as well as humans get minerals from eating plants. As a result humans can get the minerals we need by eating plants or animals. Minerals can also be present in water. How much and what minerals we take into our bodies can depend on how much of a mineral is present in the soil in the regions where our food, water or meat comes from. Iron requirements will be met by cereals and green leafy vegetables. Calcium requirements will be met by cereals and green leafy vegetables.

Classification of different Nutritional Status

Rich Nutrition

Rich nutrition is said to be best nutrition. It means nutrition in that state in which the human being is healthy in mental and physical and

contain work ability according to age good nutrition gives the good health to the human being.

Average Nutrition

Medium nutrition means that type of nutrition which contain not good not bad quantity or quality of nutrition means average type of nutrition.

Poor Nutrition (Malnutrition)

Malnutrition at its fundamental biologic level is a inadiquate supply of nutrients of cell. A lack of essential nutrients at the cellular level, however, is the result of a complex web of factors; psychologic, personal etc. causes. Poor Nutrition (Malnutrition) means that type of nutrition which does not contain proper nutrition according to our body. The poor nutrition has two stages -

A- Quantitative Dietary Deficiency

B- Qualitative Dietary Deficiency

Poor Nutrition (Malnutrition)

Malnutrition at its fundamental biologic level is inadequate supply of nutrients to all cell. A lack of essential nutrients at the cellular level, however, is the result of a complex web of factories; psychologic, personal, social, cultural, economic, political and educational. Each of these factors is a more or less important cause of malnutrition at a given time and place, for a given individual.

Extent of malnutrition

Human misery and waste of human life from malnutrition, more stark in some regions than in others, occure in both world hemispheres. The course that already set by a mounting population must collide with the less rapidly, growing food supply. The problem is further compounded by the fact that population growth rates often are highest in those countries that can least afford to maintain them.

Malnutrition is an inclusive term the involves the lack, imbalance or excess of one or more of sources. In the initial stages of development a deficiency is so mild that physical sign are absent and biochemical methods generally cannot detect the slight changes.

Many of the physical sign that suggest nutritional lack are also the result of other factor. For example, a student who obtains only five or six hours of sleep may complain that he is unable to concentrate well, is irritable and always feels tired. These symptoms are also characterstics of a type of malnutrition.

The Ecology of Malnutrition

The word ecology comes from a Greek word oikos, meaning house. Just as there are many factors and forces within a family's house that interact to influence its members, so there is an even more vast complex of interrelated forces housed in a biologic system that produces disease. Many factors work together to produce malnutrition. A disease caused by malnutrition may exist in many varities, many degrees and many

combinations. For example, a common infectious disease of childhood such as measels. Infectious diarrhea is a common complication. Some of many related causes of malnutrition can be classed under the three factors, they are- (i) Agent, (ii) Host and (iii) Enviornment.

Agent

The agent that is the fundamental causes of a malnutrition disease is a lack of food. Because of this lack, certain nutrients in food that are essential to substence of cellular activity are missing. Various factors like, food quantity, food quality, food timing and supply & need of food may causes this lack of food.

Host

The host is person-infant, child, adult- who suffers from malnutrition. Various characterstics like, presence of other disease, increased dietary needs, congential defects and personal factors in the host may influence the disease.

Environment

Many environment factors influence malnutrition. Some are close at hand and may be controlled by the individual. Many more far-reaching ones are too enormous, too powerful and too remote in their source to be influenced by a single person. Sanitation, culture, social factors, psychologic factors, economic-political structure and agriculture are some of environment problem.

The behaviour that makes people different from one other are

those behaviour that consider to be at the root of personality refers to the relatively enduring characteristics that differentiate one person to another and that lead people to act in a consistant and predictable manner, both in different situations and over extended periods of time. One of the significant environmental factors that affects childe development in the Indian context is poverty. A significant correlation of poverty is malnutrition. Because of synergetic effect of poverty and malnutrition, it is almost impossible to isolate their relative role in development. Many reaserchs and experiment shows significant relationship between the current nutritional status and cognitive, physical and psychological development, personality development and behaviour. Consequently, the researcher selected the research problem **"A Study of Personality of Different Nutritional Status Children in Relation to Their Self-Concept and Achievement Motivation."**

Variables used in Study

There are three types of variables in the present study -

1- Personality

2- Self-concept

3- Achievement Motivation

PERSONALITY

A recent workable difinition of personality comes from Walter Mischel (1986) - a noted personality theorist. He says, "Personality usually refers to the distinctive patterns of behaviour (including thoughts and and emotions) that charaterize eacg individual's adaptation to the situations of his or her life".

The yearning for personality has therefore become a real problem that occupies many mind today, whereas in former times there was only one man had a alimming of this question that what is personality. Personality, as the complete realization of our whole being, is an unattainable ideal. But unattainability is not arguement against the ideal, for ideals are only signposts, never goal.

This apart, the three-fold conception of man as body, mind and spirit implies an important truth that man is not a mere object, that his spiritual nature is not on the same level as his psychic and corporeal, that his soul and body can participate in a new order of spirit and existence. The dynamic self-always inter-acting, adapting, adjusting, assimilating and integrating-is all that is important in the context of human personality because integration, assessment and organization of certain traits, as Allport (1961) put it, takes place only when the individual is in the thick of situations and interacts with the environment. Shaping of a personality is ultimately the result of an increasing struggle between the individual and the environment. Eysenck, therefore, believes that "the unique individual is

simply the point of interaction of a number of quantitative variables". While it is easier for the scientist to study commonalty and arrive at trustworthy generalizations, it is impossible to sit on judgement over individuality because no one for sure can say how various "qualitative variable" omteract in each case. No objective yard-stick of science can accurately assess the "uniqueness".

Types of Temperaments

Temperament involves emotionally toned aspect of personality, such as joviality, moodiness, tensenss, and activity level. Hundreds of terms describing temperament were selected and eventually reduced, through statistical procedures, to three temperament types. One type was called Visecerotonia because many related terms referred to visceral comforts, such as eating, joviality, and relaxation. In a second type, known as somatotonia, the relevant terms involved bodily or somatic activity, such as competitiveness, energetic movement, and aggressiveness. The third temperament was called cerebrotonia because the related terms suggested cerebral process, as in thoughtfulness, restraint, and unusual sensitivity.

Basic Elements of Personality

The elements of personality, as described by Sigmund Freud (1856 - 1939), involve three basic systems : the id, the ego , and the supergo. In a very general sense, these systems represent biological, psychological, and social forces, respectively.

The Id

The newborn infant is activated purely by biological urges, such as hunger, thirst, the need for warmth, and the need for sleep. These biological characteristics, as well as reflexes, are inborn, and they comprise what Freud has referred to as the id. The chief charateristic of the id is the desire for satisfaction of needs. It has no organization, only impulses seeking expression in an animalistic manner. Freud described the id as "a cauldeon of seething excitement".

The Ego

This second part of the personality depends upon many complicated psychological processes, such as remembering, learning, perceiving, and reasoning. It is some times referred to as the problem-solving dimension of personality and it is assumed to develop initially out of the id. The ego leads a person to act or refrain from acting according to what he has learned about the world rather than solely according to his biological impulses.

The Super Ego

In reacting to his social environment the child eventually acquires values and social standards from his parents and other elders. Collectively, these aspects of peronality are known as the super ego.

There are two divisions of the superego, one of which is the conscience, which discourages the expression of behavior generally deemed undesirable in his society. The conscience develops primarily under

the influence of scorn and threats of punishment. Thus, the parent may say to a child who has lied, "you are bad". If the child internalizers the parent's standards, the next time he lies or thinks about lying, he says to himself, "I am bad". or " I am ashamed of myself". Usually , if the child acquires this aspect of the superego, he learns to control his behavior much as the parent would control it.

Personality Development

As the child, the basic change in his personality is the growth of the ego and superego in relation to the id, which remains constant throughout life. The ego develops as the child struggles, in a problem - solving manner, with the human and inanimate worlds ; the superego arises only through his contacts with human beings. In all instances, however, a most important factor is the child's emotional attachment to the older individuals.

The Role of Identification

The emotional attachment which a child has for an older person and his effort to pattern part of his life in the manner of this individual are known as the identification process. The identification process is not necessarily an easy one for the child. At the outset of children life of both sexes have greatest contact with mother and, therefore, boys eventually must make a shift to the masculine role. This shift apparently is eased by the growing realization that the masculine role usually is one of greater dominance. Girls traditionally have had a role of less

power, but here there is some compensation. Usually, there is greater latitude in sex - role behavior for females. In any event, social rewards, real and perceived, constitute the basis of the identification process.

Measurement of Personality

Psychologists interested in personality theory therefore have developed tests of personality. Some of these have been developed for practical purpose, such as the diagnosis of psychosis, while others have particular relevance to theroretical issues. Regardless of the original purpose, no single test can embrace all aspects of personality. Some tests emphasize surface characteristics, while other tests are concerned with underlying aspects of personality. Among the ltter are projective techniques.

The Projective Techniques

In many ways the most intriguing and least understood of all personality tests are those involving inkblots, ambiguous pictures, and incomplete sentences. The subject's response in these nebulous situations is presumed to arise largely from within him rather than from the external stimulus, which has little structure. These tests are referred to as projective.

Projective techniques are presumed to reveal the less conscious but central aspects of personality. Their unstructured nature presumably elicits unconscious mativations, inner fears and hidden desires, though surface aspects also may appear in the test situation. Since psychoanalytic theorists place greatest emphasis on the deeper aspects of personality, they are most likely to adopt projective techniques, if they use psychological tests.

Rorschach Test

This test involves ten cards containing inkblots, shown to the subject one at a time in a prescribed order. The subjects is instructed to state whatever he sees in them or whatever they bring to mind. The instruction are designed to provide the subject with as much freedom as possible. Thus, if the subject ask, "May I turn the card?" or " can you see more than one thing ?" he is informed that he may do as he wishes.

Similar to Freud's notion of free association, the assumption is made that the predominating aspects of personality are projected when one associates freely as he looks at the inkblots.

Another part of the subject's task on the Rorschach test is to answer questions, asked by the examiner, about the result obtained in the free-association session. This phase of the test may seem puzzling to the subject, but it usually is regarded as an essential part of the test procedure.

Thematic Apperception Test

The assumption underlying the T.A.T. is that the meaning which we see in a picture reveals something of our past experience, feelings, attitudes, and motives.

In taking the T.A.T., the subject is shown ambiguous pictures and asked to make up a story for each one. The themes in these stories are likely to involve conflict, affection, fear, contentment or achievement, assumed to be determined partly by the subject's underlying concerns, and it is not unusual for one theme to recur again and again.

Personality Inventories

A personality inventory is a printed from containing statements, questions, or adjectives which, apply to human behavior. One widely used inventory is the minnesota multiphasic personality Inventory, often referred to simple as the MMPI. The emphasis is decidedly psychiatric, and the scored are classified largely in terms of psychiatric catagories. thus, the examiner determines the degree to which the subject's pattern of responses resembles that of schizophrenic patients, depressed patients, and so on, and the scores are presented in the form of a profile.

SELF-CONCEPT

Self-concept is a concept that has been used to explain a vast array of emotional, motivational, and behavioral phenomena. Most of thinkers believe intuitively that low self-concept is undersirable; indeed, the link between low self-concept and depression, shyness, loneliness, and alienation supports the general idea that low self-concept is an aversive state. The view that self-concept is a vital component of mental health is also evident in the popular media and in educational policy. A number of educational and therapeutic programs have been developed to solve these problems by increasing self-concept.

It we standing other people's behaviour for a moment and pause to think about our own, we become aware of a set of feeling and attitudes and a certain sense of who we are. A number of theories have focused their work upon this entry known as the Self. Generally speaking,

the term self has two distinct set of meaning. One set has to do with people's attitude about themselves; their picture of the way they look and act; the impact they believe they have on others and their perceived traits, attributes, foibles and weakness.

The second set of meaning relates to the excutive functions-process by which the individual manages, thinks, remembers, perceives and plans. These two meanings, self as object and self as process are seen in the most of theories, which involving the motion of self.

Self-concept is defined as the evaluative component of the self, the extent to which people view themselves as likable and worthy as opposed to unlikable and unworthy. As a self-reflexive attitude, self-concept is composed of cognitive and affective components. Self-concept is related to personal beliefs about skills, abilities, and future outcomes as well as the strategies people use to gain self-knowledge. However, the personal experience of self-concept is more emotional than rational. Some people dislike themselves in spite of objective evidence suggesting that they should feel very good about themselves. Many successful doctors, lawyers, professors, and entrepreneurs are filled with self-loathing despite their objective career success.

The term "self-concept" sometimes is used with three dimentions; Self-identity, which realization of one's own identity; Self evaluation, which means evaluation of one self based on expression of others one self and last is Self-idea, which is an image of one self as one

would like to be and thinks one should be. Self-confidence and self-efficiancy refer to the belief that one can attain specific outcomes.

Although people with high self-concept often are self-confident, evaluative reactions to personal outcomes vary greatly, and it is possible for people to be confident about attaining a goal without feeling good about themselves in the process. The term self-concept refers to the components of self-knowledge and includes things such as name, race, ethnicity, gender, occupation, likes and dislike, and personality traits. As such, self-concept refers to cognitive beliefs and other forms of self-relevant knowledge (Felson 1992). Although self-concept clearly is influenced by the contents of the self-concept, they are not the same thing.

Self-concept : the individual's satisfaction

There are feelings and values about concepts and beliefs of our self. This is the valuations component of the evaluations process, that is, attributing a value to the self-related informations. It is also essential to point out about positive and negative 'self-concept' or in other words satisfaction and dissatisfaction with the self as one knows it. There is a difference between valuing one's 'self' and valuing ones 'self-concept.'

Both of these constructs require a part-whole, hierarchical conceptualization of the 'self'. For example, one's performance on a math test is only one factor in math competency, which is only one factor in academic competency, which is only one factor in 'self' competency. Thus, one may have negative 'self-concept about failing a math test, but still have

positive self-concept about ones math competency .... these two constructs are only meaningful for a child who can conceptualize part-whole relationship, a child whose 'self' is conceptualized with (at least) concrete operational organization.

Development of Self-concept

Regarding the considerations of relative stability of self-concept, Calhoun and Morse (1977) pointed out, "The self-concept can be altered only gradually, employing intensive stimulation from people with whom altered only gradually, employing intensive stimulation from people with whom the child has already established strong relationships (significant others). On the other hand, self-concept can and does change from day to day. Using self-concept as an indicator of the child's self-concept could lead to incorrect assessment in the form of both false positive and false negatives."

Generally, we find that highly competent people who can behaviorally describe their competencies. And at this stage also they have a preponderance of negative feelings about themselves. In society we can also get those people who possess positively value inappropriate things ('as defined by significant others or the culture, such as one's have the feeling of own inability to read.

Helping people establish realistic goals, that is based on their 'real' self, leads to achievement and positive self-concept. This approach theoretically allows everyone to have a positive self-concept. Praising a

child's behaviour or competencies and modeling self-acceptance also helps increase positive self-concept.

ACHIEVEMENT-MOTIVATION

Achievement motivation is a type of social motivation. It is a system of good direction in human activity, that is closely related to competance, aggressiveness and dominance. Achievement motivation is develops according to time and conditions. It may present during birth while it takes formal shape during specific stage.

The need for achievement is a motive to accomplish things and to be succesful in performing tasks. People high in need for achievement prefer to work on moderatly challenging and risky task, which promise success and on tasks where their performance can be compared with the performance of others.

The Source of Achievement-Motivation

Since the social motives-including the need for achievement-are largely learned, the general answer must be that differneces in early life experiences lead to variations in the amount of achievement motivation. More specifically, children learn by copying the behavior of their parents and other important people who serve as models. The expectation parents have for their children are also said to be important in the development of achievement motivation.

Achievement-Motivation and Behavior

The degree of which people with strong underlying achievement motivation show achievement oriented behavior depends on many factors. High achievement people prefer to work on moderatly challenging tasks which promise success. They do not like to work on very easy tasks, where there is no challenge and so no satisfaction of their achievement needs; nor do they like very difficult tasks, where the likelihood of their success is low.

High achievement people tend to be persistent in working on tasks they perceive as career related, which are involved in getting ahead. When high achievement people are successful they tend to raise their levels of aspiration in realistics way. That people like to work in situations in which they have some control over the outcome.

In business, in school and in many professions and one would expect achievement motivation to be an important predictor of success and indeed, it often is. Common sense would also predict that the most successful people would be those who coupled strong achievement motivation with strong competitive motivation.

Achievement-Motivation and Society

It has been suggested that the need for achievement is related to a society's economic and business growth. Thus, if investigators find evidence of strong achievement motivation in a particular society, they may be able to make predictions about economic growth in that society.

Knowledge of the social motives dominant in a society may help us understand its history and predict its future. This application of psychology to history and future trends is relatively new, but it may turn out to be a major contribution.

OBJECTIVES

1- To see the significant difference of Achievement Motivation between Upper/Rich Nutrition Status Boys and Girls.

2- To see the significant difference of Achievement Motivation between Middle/Average Nutrition Status Boys and Girls.

3- To see the significant difference of Achievement Motivation between Lower/Poor Nutrition Status Boys and Girls.

4- To see the significant difference of Self-Concept between Upper/Rich Nutrition Status Boys and Girls.

5- To see the significant difference of Self-Concept between Middle/Average Nutrition Status Boys and Girls.

6- To see the significant difference of Self-Concept between Lower/Poor Nutrition Status Boys and Girls.

7- To see the significant difference of Personality between Upper/Rich Nutrition Status Boys and Girls.

8- To see the significant difference of Personality between Middle/ Average Nutrition Status Boys and Girls.

9- To see the significant difference of Personality between Lower/ Poor Nutrition Status Boys and Girls.

10- To study the effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Achievement Motivation.

11- To study the effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept.

a. To study the effect of Different Nutrition Status (Upper/ Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Behaviour.

b. To study the effect of Different Nutrition Status (Upper/ Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Intellectual & School status.

c. To study the effect of Different Nutrition Status (Upper/ Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Physical Appearance & Attributes.

d. To study the effect of Different Nutrition Status (Upper/ Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Anxiety.

e. To study the effect of Different Nutrition Status (Upper/ Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Popularity.

f. To study the effect of Different Nutrition Status (Upper/ Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Happiness & Satisfaction.

12- To study the effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality.

a. To study the effect of Different Nutrition Status (Upper/ Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Extroversion & Introversion.

b. To study the effect of Different Nutrition Status (Upper/ Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Self-concept.

c. To study the effect of Different Nutrition Status (Upper/ Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Dependable & Independable.

d. To study the effect of Different Nutrition Status (Upper/ Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Temperament.

e. To study the effect of Different Nutrition Status (Upper/ Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Adjustment.

f. To study the effect of Different Nutrition Status (Upper/ Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Anxiety.

HYPOTHESIS

1. There is no significant difference of Achievement Motivation between Upper/Rich Nutrition Status Boys and Girls.

2. There is no significant difference of Achievement Motivation between Middle/Average Nutrition Status Boys and Girls.
3. There is no significant difference of Achievement Motivation between Lower/Poor Nutrition Status Boys and Girls.
4. There is no significant difference of Self-Concept between Upper/Rich Nutrition Status Boys and Girls.
5. There is no significant difference of Self-Concept between Middle/Average Nutrition Status Boys and Girls.
6. There is no significant difference of Self-Concept between Lower/Poor Nutrition Status Boys and Girls.
7. There is no significant difference of Personality between Upper/Rich Nutrition Status Boys and Girls.
8. There is no significant difference of Personality between Middle/Average Nutrition Status Boys and Girls.
9. There is no significant difference of Personality between Lower/Poor Nutrition Status Boys and Girls.
10. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Achievement Motivation.
11. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept.
    a. There is no significant effect of Different Nutrition Sta-

tus (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Behaviour.

b. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Intellectual & School status.

c. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Physical Appearance & Attributes.

d. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Anxiety.

e. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Popularity.

f. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Happiness & Satisfaction.

12. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality.

a. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Extroversion & Introversion.

b. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Self-concept.

c. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Dependable & Independable.

d. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Temperament.

e. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Adjustment.

f. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Anxiety.

Chapter Second

Chapter Second

REVIEW of RELATED STUDIES

Ahrawal and Upadhayay (1987) finding on the long - term effects of malnutrition though rarely documented, provide some indications that the effects may not be permanent or direct.

Atkinson (1964) formulated a comparative theory of achievement behaviour. He postulated that the tendency to approach on achievement motivation good is a product of three factors i.e. need for achievement or motive for success, the probability of success and intensive value of success.

B. Singh & S. Kumar (1988) conducted a study on the effects of self-concept, socio-economic ststus and emotional security on fluency & flexibility. Significant results were for security only. No significant effects are seen for self-concept & socio-economic status. The first and second order interaction are also insignificant.

Bindu, C.M. (1998) studied 323 hearing impaired and 322 normal secondary school students of Kerla State. Result found that self-concept, social adjustment, personal adjustment and social. Personal adjustment of hearing impaired were found to be significantly different from those of the normal school students.

Beier, Margaret, Aekerman and Phillip. L. (2003) studies ten area of health knowledge where investigated in two studies. One of college students (N=169) and one of adults from the community (age 19-70, N=176). Measures assessed knowledge of aging, orthopedic/dermatological concerns. Common illness, child hood/ early life, serious illness, mental health, nutrition, reproduction favouring women were found for most azreas of health knowledge, especially reproduction and early life. Result shows that congnitive ability accounted for the most varieance in health knowledge with non ability (personality and interest traits) and demographic variable accounting for smaller but significant accounts for variance across most knowledge domains.

Bailey, Joseph A. II. (2003). Self-concept is a simplistic term for varied and complex mental states pertaining to how one views oneself. It takes but little research in the valuminous literature to see the vaqueness and inconsistencies about the foundational components of self-concept is that both pave the way to recognizing its causes, to predicting effects from those causes, and to organizing the trouble-shooting process for locating those philosphical flaws on psychological scare which lead to low self-concept. The purpose of this paper is to offer a common ground for thinking about self-concept at its most basic level.

Blairy, S., Linotte, S., Souery, D., Papadimitriou G.N. et.al. (2004) investigate impairment in social adjustment and self-concept of bipolar patients (n=144) in remission for at least 3 months. They found that bipolar

patients have significantly lower self-concept to controls even after remission.

Constantine, Madonna G. and Blackmon, Sha'Kema M. (2002) Explored the relationship between parental racial socialization messages and area-specific self-concept among 115 black American adolescents (aged 11-14 years). The Ss were administered instruments that assessed demographic variables, the quality and frequency of racial socialization messages heard from parents an carequivers, and general self-concept and area-specific self-concept in the home, school and peer domains. It was found that parental racial socialization messages reflecting pride and knowledge about African American culture were positively associated with Black Youths' peer self-concept.

Dayan, Joelle, Doyle, Anna-Beth and Markiewicz, Dorothy (2001). As goal of this study was to investigate how children's social relationship and self-concept vary as a function of their allocentrism. Participants were 419 children (aged 9-18 years) from a variety of ethnic back-grounds. As expected, allocentric children reported more social support from their peers than did idiocentric children. Implications are that idiocentric and allocentric individuals seek out different members of their social networks to satisfy various needs, and to strengthen their self-concept.

Frost, Jackie and McKelvie, Stuart (2004) studied on a total of 227 male and female elementary school high school, and university students and result found that self-concept was lower for female students

than for male students overall, and for high school than for elementary school on university students.

Gill, J. S., R. S. Barar, K. S. Sandhu and N. S. Monn (1988) conducted a comparetive study of physical fitness and self-concept of college students. Result shows that the groups mean differences of physical fitness scores of average and low self-concept groups are not statistically significant.

Gurnakova, Jitka (2000) studied the negative self-concept based on which they created extreme groups for the entire sample and for men and women separately. The multidimensional coping questionnaire was used to determine the preference of the specific strategies. Ss were 166 students (20-23 years old) in their 3rd year at the university. Ss scoring higher in a negative self-concept claimed to use maladaptive coping strategies more frequently (behavioural and mental disengagement, Focusing on emotion and their expressions, denial). Ss with a lower score in negative self-concept preferred humor, positive reinterpretation and growth as coping strategies. Women achieved a higher level of negative self-concept, they focused more as emotions and sought instrumental more on the problem than emotions. Humor correlated with lower level of negative self-concept and the use of adaptive coping strategies and in men with the use of maladative strategies of denial and mental disengagment.

Helbeing (1983) Found that high self-concept subjects were found to be optimistic, self-assured and sociable and they viewed

themselves as capable. Low self-concepted subject felt inadequate, uncertain and depressed. Their relationship with other people were less positive and they did not rate their mean capabilities as high.

Hussain, Md. Akhter (1998) Examines the relationship between personality traits and adjustment patterns in a sample of 50 male and 50 female high school students. Results revealed a significant relationship between adjustment and personality patterns in the case of both male and female students. All the personality traits and adjustment patterns were positively and significantly correlated.

Jetten, Jolanda, Branscombe, Nyla R. and Spears, Russell (2002) studied collective self-concept and personal self-concept as a function of anticipated changes in one's prototypicality within a valued in group. In study 1(N-80) all participants received information that they were currently peripheral group members. Expectations for the future were then manipulated, with some expecting to become more prototypical and others expecting they would be even more peripheral in the future. It was found that when the group was the source of movement, those who expected to shift to a more prototypical position in the future and higher collective self-concept than those who expected to change to an even more peripheral position.

Joshi, Anuradha & Jena, R. (1990) studied on the class 10th students (age 16-17 yrs.) with an equal numbers of students from science and social science stream and equal numbers of male and female students in each stream was administered the self-concept and personality. Results

shows that significantly difference level of anxiety but there was no differences in other traits between the students of both stream.

K. P. Krishna & Vijya Rani Agarwal (1978) conducted A Study of self-concept academic motivation and anxiety among high & low academic achievers. The findings reveal that the high achievers scored significantly higher on self-concept and academic motivation taen those of the low achievers. Both groups of female did not differ statically in term of their anxiety score.

Kaur, H. S. Singh and D. Malhotra (1985) found malnutrition adversely affected the cognitive development of children i.e. lower mental ability and making more errors on CPM and BG tests respectively.

Mishra, Sarita and Singh, R.P. (1998) studied two hundred male and female graduate of high SES and 200 male and female graduate of low SES in age range of 17 to 20 years were chosen from Aligarh on the basis of stratified Random Sampling Method. They found that male and female graduates of high SES had appropriate facilities and means to copy with environmental conditions. Male and female graduate of low SES due to poor facilities of accommodation, transportation and communications were unable to make proper adjustment with environmental situation.

Mallick, Padmaja (1999). Examines the relationship between personality and occupational adjustment in a sample of 100 unmarried and 150 married working women (age 25-45 years). It was found that placed

and confident married women were better adjusted in work situation, and emotionally mature unmarried working women had satisfactory occupational adjustment. Comparisons between married and unmarried working women were made in terms of significant personality dimensions and occupational adjustment score.

Mishra, Sarita & Singh R.P. (1998) studied 400 subjects, 200 males and females graduates of high SES and 200 male and female graduates of low SES (age of 17-20 years). Completed the personality adjustment inventory. Results reveal significant differences between high SES and low SES graduates, in the case of both males and females, in all the area of personality adjustment such as health, home, social, emotional and economic.

Mukhopadhayay and Kumar (1999) investigated the role of achievement motivation and academic pressure in the impairment of mental health of children (class VIII). Results indicated that the group, which was high on achievement motivation, showed greater mental health impairment than the group low on achievement motivation. The high achievement motivation group had low academic pressure and obtained lower scores on helplessness and suicidal ideation. It was pointed out that high achievement motivation inter acting with academic pressure produced mental health impairment.

Pathak, R. P. and Rai V. K. (1993) studied higher secondary school students mental health in relation to their socio economic status and

result found that the mental health of low socio economic status w as lower than that of students of high socio economic students. Urban and rural students did not different significant difference on mental health, when SES was controlled. Also result reviled that science students were mentally healthier than arts students when SES was controlled.

Peplau, Miceli & Morasch (1979) resulted through their findings that low self-concept as well as being less happy (Rusell, Peplau & Ferguson, 1978) are specific affective, states associated with loneliness, indeed the link between sever loneliness and low self-concept is one of the consistent of loneliness research (Jones, 1981; Palontzian & Ellison, 1979; Wood, 1978; Moore & Sermat, 1974).

Peplau et.al. (1980) found a conclusion that low self-concept cara poster loneliness. People with low self-concept interpret social interaction in self-defeating way. People who devalue themselves assume that others will similarly find them undesirable (Jones, 1981). It is generally find that people low in self-concept interpret ambiguous social exchange in more negative way than do people with high self-concept (Jacobs, Berscheid & Walster, 1971).

Rai, V. K., & Yadav, V. C (1993) found mental health and socioeconomic status were positively and significantly correlated. When SES was controlled, higher mental health scores were seen in the case of girls than boys, and in science students than arts students. Though the urban and rural students were comparable, mental health scores increased with grade.

Ray Chaudhary Protima & Basu, Jayanti (1998) investigated yhe impact of parent child relationship on the school achievement and adjustment of adolescence boys. Studied on 105 boys (age 13-14 yrs.) studying in class VIII of two Government schools in Calcutta. It was found that the patterns of mothering significantly influenced schol adjustment wheras both mothering and feathering styles were associated with academic success. Results have been discussed in the context of the specific development needs of adolescents.

Singh, Shanti & Vijayalakshmi (1999) Investigates the personality characteristics of 50 tribal and 50 non-tribal high school students. Results revealed a significant differences between tribal and non-tribal on the dimensions of extraversion and neuroticism. Tribal students scored significantly higher on neuroticism than their nontribal counterparts. Tribal students scored significantly lower on the dimension of extraversion as compared to nontribals.

Satapathy, Sujata & Singhal, Sushila (2000) investigates the differences in stress, self-concept, adjustment level and academic performance between visually and hearing impaired secondary students in New Delhi on 79 visually impaired and 80 hearing impaired students (age 13-21 years) of classes VIII & X and found that visually impaired students were less stressed, had higher self-concept, higher level of adjustment, and better academic performance than the hearing impaired.

Sharma, Narendra, K. & Agrawal, Amrapali (2002). Explores the role of self-concept (SE) and social desirability (SD) as possible reasons for the asymmetrical attribution for compliance behaviour under different conditions of social power. 176 undergraduate student (age 17-24 years) was administrated a SD measure, a SE measure, and a dummy task where power of the leader was varied on four dimensions - coercive, reward, expert and referent. Result indicated that compliance was attributed to information power and expertise of the leader. SD significantly influenced the reasons stated by the participants for attribution but SE did not have a significant influence on the asymmetrical attribution.

Sharma, Vandana & Mangat, Jashanjat (2001). Analyses the attributional styles of Postgraduate students as a function of self-concept, experience of success and failure, and gender. Following a 2 (high Vs low self-concept) x 2 (experience of success Vs failure) x 2 (gender) factorial design, a sample of 192 P.G. student (96 males, 96 females, mean age 24 years) they found that high self-concept Ss attributed their success more to internal factors and failure to external factors, whereas LSE Ss showed the opposite trend. Gender had no significant effect on attributional styles.

Singh, M. B., J. P. Gupta and A. George (1980) studied self-concept in school adolscence. Adolscents from rural and urban school, studing in the 10th grade. Significant difference were found between the self-concept score of high & low achievers with the former registering high mean score of self-concept. A significant association was however

obsurved between the self-concept to rural high achievers and occupation was detected in the urban counter parts.

Singh R. R. studied Relationship between achievement and self-concept. Students from higher secondary school studying science subject. Results shows positive and significant relationship between the self-concept and academic motivation of science students. tudents from urban areas possessed significantlly better self-concept than rural areas.

Singh, Davinder & Singh, Satvir (1996) examines gender differences in hostility scores and personality characteristics among post-graduate students. For this purpose 230 (115 males and 115 females) post-graduate students. It was found that male and female subjects differed qualitatively as well as quantitatively on measures of personality characteris-tics. Further, the results supported the conclusion that hostility is a multidi-mensional construct, a conception at variance with current thinking.

Suresh V. and Mujhaidh N. (1984) conducted a study to see the relationship between types of thinking and achievement in adolscence.

Tickoo, Sangeeta and Jagdish (1997) studied relationship between achievement motivation and mental health among school students and find out that n-Ach motivation was positively related to all the dimensions of mental health except 'perception to reality' and environmental mastery'. Also result revealed that achievement motivation was positively related to overall mental health.

Tiwari, G. (1983) studied 700 adolescent girls 14-17 years randomly selected from the Mathura Region of U.P. and found that devianey, self-concept and aspiration were found to be independently as well as simultaneously affects risk taking tendencies.

Upadhyay, Yogesh (2000) studied on 400 heads of household living in urban and rural areas consumers of two districts was administered Tripathi personal preference schedule and a multi trait scale of 15 normal personality variables. There was no significant differences between the personalities of there two consumer groups.

Vijay L. J. (1980) studied to see the academic achievement and socio-economic status as prediction of creative talent. The result show the positive relationship between creative ability and academic achievement and between creativity and socio-economic status.

Woo-Jean and swaminatahan R. (1989) examined nutritional and mental status in 418 healthy, elderly, chines Ss (Aged 60 plus year) leading an active life in the community. Nutrient intake was assessed by a 24 hr. diet recall method, and mental status was assessed using an abbreviated mental test score adapted from H.M. Hodkinson (1992). Low mental test score were associated with (1) low intake of protein, iron and nicotine acid (2) higher intake of carbohydrate, calorie and (3) low blood level riboflavin and ascorbic and folic acid. These affect were independent of age. It is possible that sub clinical decencies of some nutrient may lead to impaired cognitive functions.

Yadav, Vithairao S., Halyal P.S. (1998). Explores the nature of relationship between the big five factors of personality and job satisfaction in a sample of 349 male college teachers. Results indicate that emotional stability and surgency had a significantly positive correlation with job satisfaction. Job satisfaction was positively but not significantly correlated with intellect and agreeableness, and it had a non-significant negative relationship with conscientiousness.

Zarger and Dhar (1988) studies creativity and socio-economic status. Studies shows that students belongs to parents of high socio-economic status for both the sex, recieve high motivation from their parents and rich experiences boost their creative potential.

Chapter Third

Chapter Third
METHOD AND PROCEDURE

The method and procedure of the study have been discussed with regard of the following data.

(a) Population

(b) The sample

(c) Research Design and Variable Involved

(d) The Tools used

(e) Procedure

(f) The Statistical Technique used.

Population

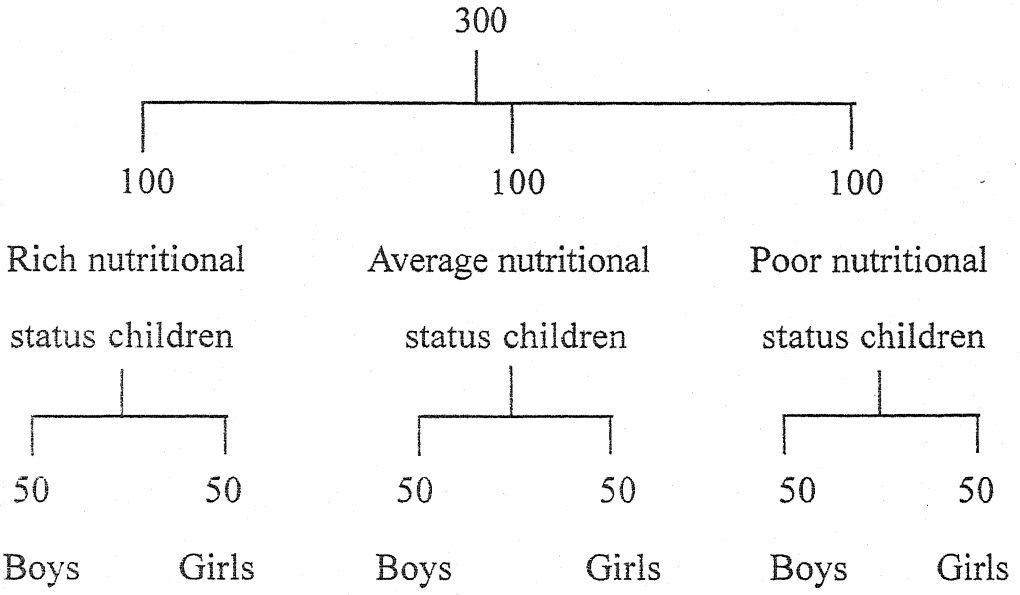
The present study is concern with the effect of achievement-motivation, self-concept and personality of different nutritional status children of Bundelkhand area (Jalaun, Banda, Hamirpur, Lalitpur, Jhansi, Mahoba, Chitrakutdham-Karvi) in Uttar Pradesh. But in present study researcher taken only one district Hamirpur for the study.

The Sample

In the present study 150 boys and 150 girls of high school in the age range of 12-16 years of Hamirpur district is selected in this sample. The subjects war selected through purposive sampling technique.

The subject were selected as a distributing technique 100 each in rich nutritional status children, 100 average nutritional status

children and 100 poor nutritional status children and than further were divided for about 50 each in boys and girls group of both rich, average and poor nutritional status children.



Research Design and Variable Involved

The present study is concerned with the effect of gender (boys & girls) and types of nutritional children (rich, average and poor). 2x3 factorial design is considered suitable with the present study.

The variable of the present study are as follows -

Independent Variable

"An Independent variable is that factor manipulated by the experimenter in his attempt to ascertain its relationship on the observed phenomenon" - **Townsend**

"The variable over which the investigator has control are called independent variable". - **Edwards**

There are two types of independent variable involved in the study.

1. Gender (boys & girls)

2. Types of nutritional children (Rich, Average and Poor)

Dependent Variable

"A dependent variable is that factor which appear, disappears, or varies as the experimenter introduces removes as varies the independent variable" - **Townsend**

"Any measured behavioural variable of interest in a psychological investigation in called a dependent variable ."- **D. Amato.**

In study there are three dependent variable are-

1. Personality

2. Self-Concept

3. Achievement-Motivation

The tools to be used

In this study there are four types of tools to be used. the tools are-

1. Multi-dinensional Personality Inventory - **Manju Agarwal**
2. Children's Self-Concept Scale - **S.P.Ahluwalia**
3. Achievement motivation Scale - **D.Gopal Rao**
4. Scio-Economic Status Scale - **Beena Shah**

MULTI-DINENSIONAL PERSONALITY INVENTORY (MPI)

The present inventory is developed by Km. Meena Agarwal for measuring the different personality variables of an individual. Its not a easy task, personality not measured through one factor or dimension of personality. The present inventory measured six important variable of an individual.

Variables

These variables are-

(A) Extroversion-Interoversion

(B) Self-Concept

(C) Dependance-Independance

(D) Temperament

(E) Adjustment

(F) Anxiety.

Extroversion-Interoversion

The first area of this inventory is extroversion-interoversion, which has been considered as one of the important potential personality variable, by which one can estimate whether one person-orientation is based on objective condition or facts, called Extrovert, or person-orisntation is based on self is Interovert.

Self-Concept

The second factor of personality has been included in this inventory is Self-Concept. The Self has also been considered as a central construct of the personality.

Dependence-Independence

This is the third factor of the inventory, which like temparament, is also associated with the personality, which has close relationship to intelligence or uniqueness of personality.

Temperament

The factor of this inventory is temparament which refers to reaction of the person toward emotional situation. By knowing temparament of the person one can estimate personality of the person, because this is related to the consistencyor mental imbalance and considered as one of the important factor of personality.

Adjustment

Adjustment is an index of integration between needs and press, which has a close relation to personality. It has been considered as a trait of personality.

Anxiety

Anxiety is last factor of this inventory, which concept occupies a very important place in the study of human personality and multitude activities of mind.

Item Selection

The items of present inventory have been selected on the basis of expert's opinion, concept's definition given by different Psychologists and related tests. The preliminary form of inventory was administered to 100 students (belonging to Higher Secondary School), who know both Hindi and English.

The present inventory has 120 items in all. Each 20 items are related to personality measures- interoversion-extroversion, self-concept, independence-dependence, temparament, adjustment, anxiety. Each item have three alternative answers-YES, SOMETIMES and NO which refers to extent og agreement and disagreement of content. There is no time limit for the completion of inventory. Usually it reqires 45 to 50 minutes time.

Scoring Prosedure

The scoring procedure of this inventory is very simple. The score shoud be given in following manner-

1- YES - 3

2- INDEFINITE - 2

3- NO - 1

Reliability

For getting the reliability coefficient, it eas administered to a sample of 600 students (belonging to High School, Intermediate and College). In this sample, students of all faculties have been randomly

selected. The age range was 15 yrs. to 24 yrs. The average age was 18.5 yrs. Split-half reliabillity was computed for the six sub-scale as well as total as follows-

	Sub-Scale	Correlation Coefficient
1-	Extroversion-Interoversion	.82
2-	Self-Concept	.84
3-	Dependence-Independence	.78
4-	Temparament	.87
5-	Adjustment	.79
6-	Anxiety	.86
	Total	**.74**

The test-retest reliability of inventory has also been calculated through the method of test-retest. For this the present inventory was administered twicely on a sample of 100 students of Higher-Secondery School going with an interval of 20 days. The reliability cofficients are follows-

	Sub-Scale	Correlation Coefficient
1-	Extroversion-Interoversion	.72
2-	Self-Concept	.81
3-	Dependence-Independence	.69
4-	Temparament	.72

5-	Adjustment	.84
6-	Anxiety	.71
	Total	**.74**

Validity

The external validity determines the present test along with the following tests was administered to a group of 100 students (not included in above sample) and the validity-coefficient were calculated-

1- Dr. Rastogi's Self-Concept Inventory,

2- Dr. Jai Prakash's Indian Adaptation of Neyman-Kohilstedt Extroversion-Interoversion Test,

3- Dr. Srivastava and Tiwari's Adjustment Inventory,

4- Dr. Srivastava and Tiwari's Anxiety Scale.

The correlation-coefficient of four sub-scale-Exteroversion-Interoversion, Self-Concept, Adjustment and Anxiety-are respectively .84, .72, .69 and .84. For rest two sub-scale-Dependence-Independence and Temparament-the correlation-coefficient between the test score and rating scores have been calculated which come to .82 and .76 respectively.

CHILDREN'S SELF-CONCEPT SCALE

Self-concept is a central theme around which a large number of the major aspects of personality are oraganized. It has been described differently by different authors. The self-concept is something beneath

one's skin which affected his/her behaviour as an organization of ideas about oneself which is derived from one's experience with others.

Description of the Scale

The test contains 80 items in all with 'YES' or 'NO' responses. It included fourteen lies items to detect whether the children and adolescents have filled it accurately or not. The six sub-scale which are included in the self-concept scale are considered to be important in the psychological world of childhood and adolscence. These are-

(A) Behavior,

(B) Intellectual and School Status,

(C) Physical Appearence and Attributes,

(D) Anxiety,

(E) Popularity and

(F) Happiness and Satisfaction.

Scoring Procedure

The scoring procedure for the self-concept scale is simple. The items are scored in the direction of high self-concept according to the scoring stencil. One score is to be awarded to each statement either for 'YES' or 'NO'. The maximum score for the total self-concept scale can be 78, whereas the minimum score can be Zero. A detailed analysis of possible maximum and minimum scores on different sub-scores has been follows-

Area	Possible Score	
	Maximum	Minimum
1- Behaviour	16	0
2- Intellectual and School Status	18	0
3- Physical Appearence and Attributes	12	0
4- Anxiety	12	0
5- Popularity	12	0
6- Happiness and Satisfaction	8	0
Total Score	**78**	**0**

The Sample

In this scale various samples have been used for different studies and this scale has widely administereted and adequately analyzed. In different studies (Total 2941 students) 1663 students of Uttar Pradesh and 1278 students of Madhya Pradesh were taken as a sample for various studies and standardization. Details of samples are given below-

Age	Uttar Pradesh		Madhya Pradesh	
	Boys	Girls	Boys	Girls
13yrs.	76	116	116	100
14yrs.	149	262	72	131
15yrs.	146	256	194	237

16yrs.	150	194	138	243
17yrs.	114	87	14	33
18yrs.	63	50	00	00
Total	**698**	**965**	**534**	**744**

Reliability

The test-retest and split-half reliability method eas used for reliability which has been followed-

Sample	Age	No.	Coefficient
Middle School	12yrs.	330	.83
High School	14yrs.	380	.88
Higher Sec. School	15yrs.	470	.74
Higher Sec. School	15yrs.	590	.79

The co-efficient of correlation reported above are significant beyond .01 level of significance.

Validity

The validity of self-concept scale has been determined in three ways-

Face Validity

This measure was taken as an indicator of content validity of scale. Evidently, the instruments has face and content validity of high order.

Concurrent Validity

In order to ascertain concurrent validity of the self-concept scale, the score from each sub-scale were inter-correlated.

Factorial Validity

The structure of the original scale was investigated on the sixth grade level by measured of a multiple factor analysis. For this purpose a sample of 457 sixty graders was used. Response of 80 items of the scale were placed in matrix and were intercorrelate.

ACHIEVEMENT-MOTIVATION SCALE

The Rao Achievement Motivation test has been developed to provide a simple and objective measure of achievement motivation of Secondary School pupils. There are 20 incomplete sentences, each of which followed by two possible alternatives A and *B,* out of which one is an achievament-related item. Though both the alternatives are achievement-oriented and socially acceptable, yet one of them imply a higher sense of achievement and excellence.

Scoring

The response of the subjects were scored by assigning numerical values or arbitary weights to the two sets of items. The GAR statements (Statements depiciting achievement at a lower level common among people) were assigned a score of ONE, where as the HAR statements (Statement depiciting achievement at a higher level indicating

the sense of exellence) were assigned a score of THREE. The cumulative weighted score, if high, was considered to indicate the higher achievement motive of a pupil.

Reliability

The reliability of the test was determined by the test-retest method, after an interval of one month. The coefficient of reliability was found to be 0.79.

Validity

The test has been validated in two ways-

(i) The items for the test were selected in terms of the degree to which they differenciated between the upper and lower 27% of the individuals in a distribution of scores. Only those items which had a discriminating index of 0.25 and above were retained in the present form of the test.

(ii) The test was administered to two groups, 'very high achievement motive' and 'very low achievement motive'. The mean of the total weighted score was compared. The difference between the mean scores of two groups was found to be significant at 0.01 level, which means that there is agreement between the judgement of the teachers and the scores on the achievement motivation test.

SCIO-ECONOMIC STATUS SCALE

Econoimic status is measured not only with the help of father's or guardian's per month income but also it scale total per month income of the family. In SES scale total per month income of family is divided by family size to obtained the actual economic condition of family.

Variables

This SES measure is made more improved and detailed with the variables-

(A) Caste

(B) Occupation

(C) Education

(D) Income

(E) Possession

(F) Social Participation

Caste

In this SES scale the weighted to different caste groups is given as- Scheduled Castes-1, Schedulded Tribes-2, Backward Castes-3, Kayastha, other non-Hindu groups-4, Vaishyas, Kshatriyas-5 and Brahmins-6

Occupation

The weighted assigned to Gazetted officer-12 score, Non-Gazetted officer-8 score, Clerck etc.-4 score, Skilled works etc.-2 score, unskilled works etc.-1 score. The occupation of the father/guardians/ mother and main occupation of the family are taken as the indicators of occupational status. The weightageto the main occupation of the family has to be given in accordance to the above categories of the different occupations.

Education

The weightage assigned to all three indicators- father. mother and sibling- are the same for any given qualification to eight categaries- Illiterate-0, Primary Pass-1, High School-2, Intermediate/High School+some post High School diploma-3, Graduate/Post Graduate-4, Graduate/Posr Graduate+B.Ed.-5, M.Ed./M.B.B.S./B.E. etc.-6, Ph.D./ M.S./M.E. etc.-7 are arrenged from illiterate to proffessional Post-Graduate degree.

Income

Income is index of economic status. For this SES after calculating the per capite income it was converted into statine scale. *I* statine showing low income group, *II, III* staine showing lower-middle income group, *IV, V, VI* statine showing middle income group, *VII, VIII* statine showing upper-middle income group and *IX* statine showing high income group.Its showing follows-

Statine	Percentage	Income Group	Weightage (Rs.)
I	0.91	below 24	1
II, III	14.96	24 to 109	2.5
IV, V, VI	68.34	110 to 236	5
VII, VIII	14.96	237 to 413	7.5
IX	0.91	above 413	9

Possession

In measurement of SES various score for various things. Owenship of house, Numbers of rooms, House-hold materials, Vehicles, Animals, Land-ownership etc. have seprate scores from 1 to 7. It covers various things in many parts. These six indicators of possession. Six questions are given on this variable and total scores are given on the basis of the quantity of possessions.

Social Participation

Being a member of some association, award of honours, titles etc. and involvement in social work, all these things effects the social status of a person. One score for each possitive response. Thus minimum and maximum scores on this variable are 0 and 4 respectivaly.

Categories

The total possible categories were formed with the help of the score on SES scale, which obtained, after administering this scale,

which converted into statine scale. The SES was classified into five categories- Lower Status (LS), Lower-Middle Status (LMS), Middle Status (MS), Upper-Middle Status (UMS) and Upper Status(US). The percentage of the population contained in each class are given below-

Statine	Categories	Percentage	Scores
I	LS	0.91	below 21
II, III	LMS	14.96	21 to 51
IV, V, VI	MS	68.34	51 to 79
VII, VIII	UMS	14.96	79 to 109
IX	US	0.91	above 109

Reliability and Validity

The value of the reliability coefficients were derived with the help of test-retest method, were found to be highly significant. This significance of SES measured in 20 days and 30 days intervals. Correlation coefficient (r) score 0.92 and 0.94 respectively.

To access the validity of this SES scale, correlation coefficient of scores obtained on these six component varieble with composite SES score were calculated. The values of correlation coefficient (r) for Caste, Occupation, Education, Income, Possession and Social Participation is 0.72, 0.82, 0.86, 0.83, 0.78 and 0.69 respectively.

Procedure

In the present study researcher took 300 subjects of which 100 rich nutritional status children (50 boys and 50 girls), 100 average nutritional status children (50 girls & 50 boys) & 100 poor nutritional status children (50 boys & 50 girls). These children are in the age range of 12-16 yrs. of High School. The data collected in the Hamirpur districtof Uttar Pradesh.

For the data collection of boys & girls researcher went to different schools and through SES test researcher find out their categaories of different nutritional status children. What type of his family status, his parents economic sourses and other households etc find out through test. After that researcher know about children nutritional staus. If they have good family status, researcher assumed that they take good nutritious food. If they have average family status, they take average nutritions food & If they have poor family status means they take poor nutritious food.

For the data collection of the children researcher went to different schools and measure the result of their various test papers (personality, self-concept & achievement-motivation) and we take conclusion about their meals according to performance.

The Statistical Technique used

The first purpose of the present study was to compare the personality, self-concept & achievement-motivation. Mean and

standard deviation of each group were calculated. The comparison between different groups were made on the basis of critical ratio with 0.05 and 0.01 level of confidence considered significant. Hypothesis were tested by applying critical ratio. Than calculate the effect of gender (Boys & Girls) and types of nutritional children (rich, average & poor) on personality, self-concept and achievement-motivation and testing the hypothesis.

Chapter Fourth

Chapter Fourth

STATISTICS ANALYSIS and INTERPRETATION

For interpretation of data, find out results and findings the statistical analysis are divided in following parts.

Part A Overall comparison of Achievement-Motivation of Different Nutrition status (Rich, Middle, Poor) Boys and Girls.

Part B Overall comparison of Self-Concept of Different Nutrition status (Rich, Middle, Poor) Boys and Girls.

Part C Overall comparison of Personality of Different Nutrition status (Rich, Middle, Poor) Boys and Girls.

Part D Overall study the effect of Different type of Nutrition status (Rich, Middle and poor) and Gender (Boys & Girls) on Achievement motivation.

Part E Overall study the effect of Different type of Nutrition status (Rich, Middle and poor) and Gender (Boys & Girls) on Self-Concept.

Part F Overall study the effect of Different type of Nutrition status (Rich, Middle and poor) and Gender (Boys & Girls) on Personality.

All the statistical analysing and interpretation of the result which find out through statistical analysing the data are undergone through these parts.

Part A

Overall comparison of Achievement-Motivation of Different Nutritional status (Rich, Average, Poor) Boys and Girls

To study the significant difference of Achievement-Motivation of upper/rich Nutritional status Boys and Girls

To see the significant difference of Achievement Motivation between upper/rich nutritional status boys and girls, the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.63 and at .05 level is 1.98 at the degree of freedom of 98.

Table No. 1

Achievement Motivation	*Upper/Rich Boys*	*Upper/Rich Girls*	*t*
Mean	51.84	50.80	1.71
SD	2.82	3.23	
		d.f. 98 —>0.01=2.63**	
			0.05=1.98*

Critical ratio values of Achievement-Motivation of Upper/Rich Nutritional Status Boys and Girls

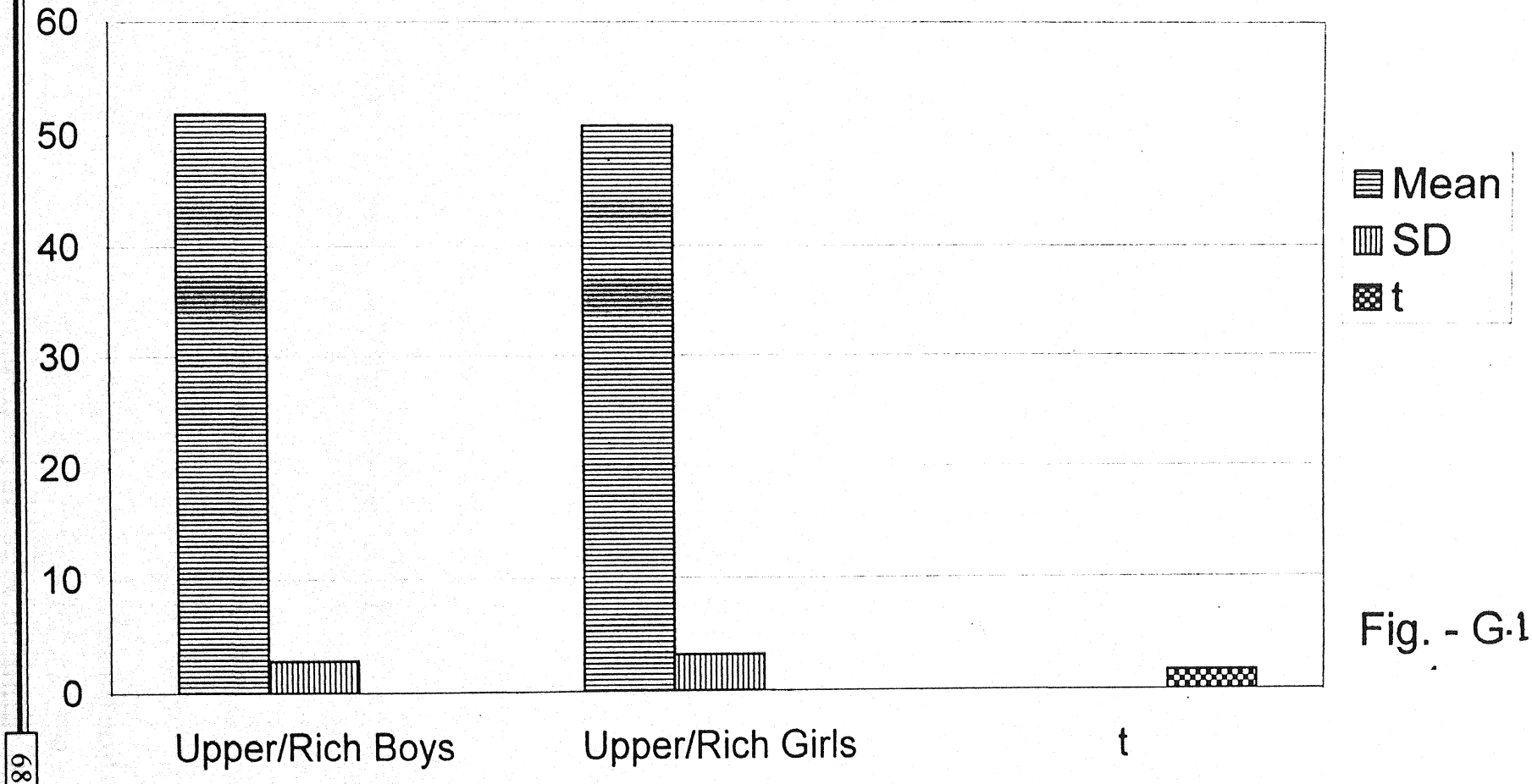


Fig. - G·1

Table no. 1 shows that upper/rich nutritional boys have high achievement motivation (mean 51.84) than upper/rich nutritional girls (mean 50.80), but there is no significant difference between achievement motivation of upper/rich nutritional boys and girls. Thus hypothesis (1) stating that "There is no significant difference of Achievement Motivation between Upper/Rich Nutritional Status Boys and Girls" is selected

To study the significant difference of Achievement-Motivation of Average/middle Nutritional status Boys and Girls

Table No. 2

Achievement Motivation	*Average/Middle Boys*	*Average/Middle Girls*	*t*
Mean	52.50	49.80	2.90**
SD	3.54	5.55	
		d.f. 98 —> 0.01= 2.63**	
		0.05=1.98*	

Table no. 2 shows that average/middle nutritional boys have high achievement motivation (mean 52.50) than average/middle nutritional girls (mean 49.80). But there is significant difference between achievement motivation of average/middle nutritional boys and girls (critical ratio found 2.90 at .01 level). Thus hypothesis (2) stating that "There is no significant difference of Achievement Motivation between Average/Middle Nutritional Status Boys and Girls" is rejected.

Critical ratio values of Achievement-Motivation of Average/middle Nutritional status Boys and Girls

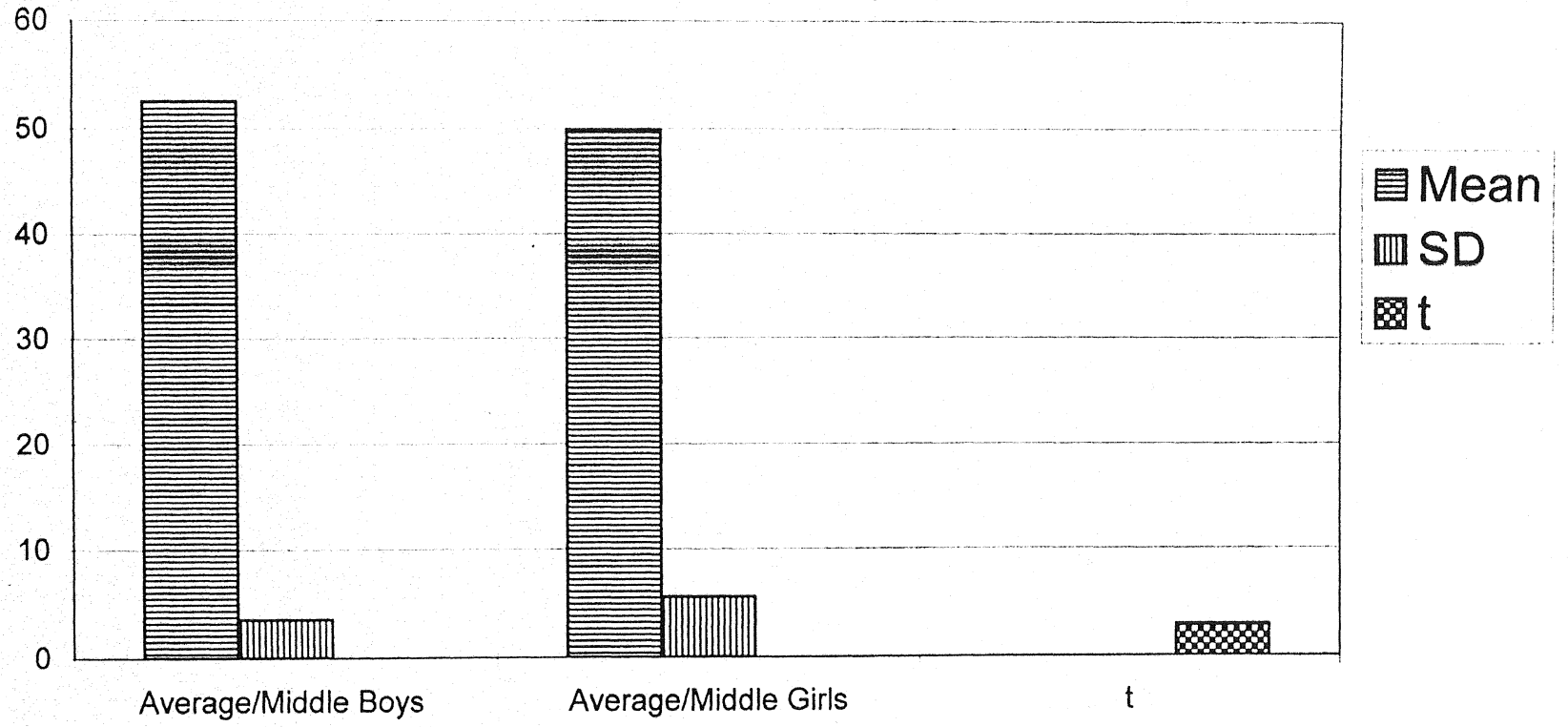


Fig. - G-2

To study the significant difference of Achievement-Motivation of lower/Poor Nutritional status Boys and Girls

Table No. 3

Achievement Motivation	*Lower/Poor Boys*	*Lower/Poor Girls*	*t*
Mean	50.48	46.46	3.99**
SD	4.76	5.30	

d.f. 98 —> 0.01=2.63**

0.05=1.98*

Table no. 3 shows that lower/Poor nutritional boys have high achievement motivation (mean 50.48) than lower/Poor nutritional girls (mean 46.46). But there is significant difference between achievement motivation of lower/Poor nutritional boys and girls (critical ratio found 3.99 at .01 level). Hypothesis (3) stating that "There is no significant difference of Achievement Motivation between Lower/Poor Nutritional Status Boys and Girls" is rejected

Critical ratio values of Achievement-Motivation of Poor/lower Nutritional status Boys and Girls

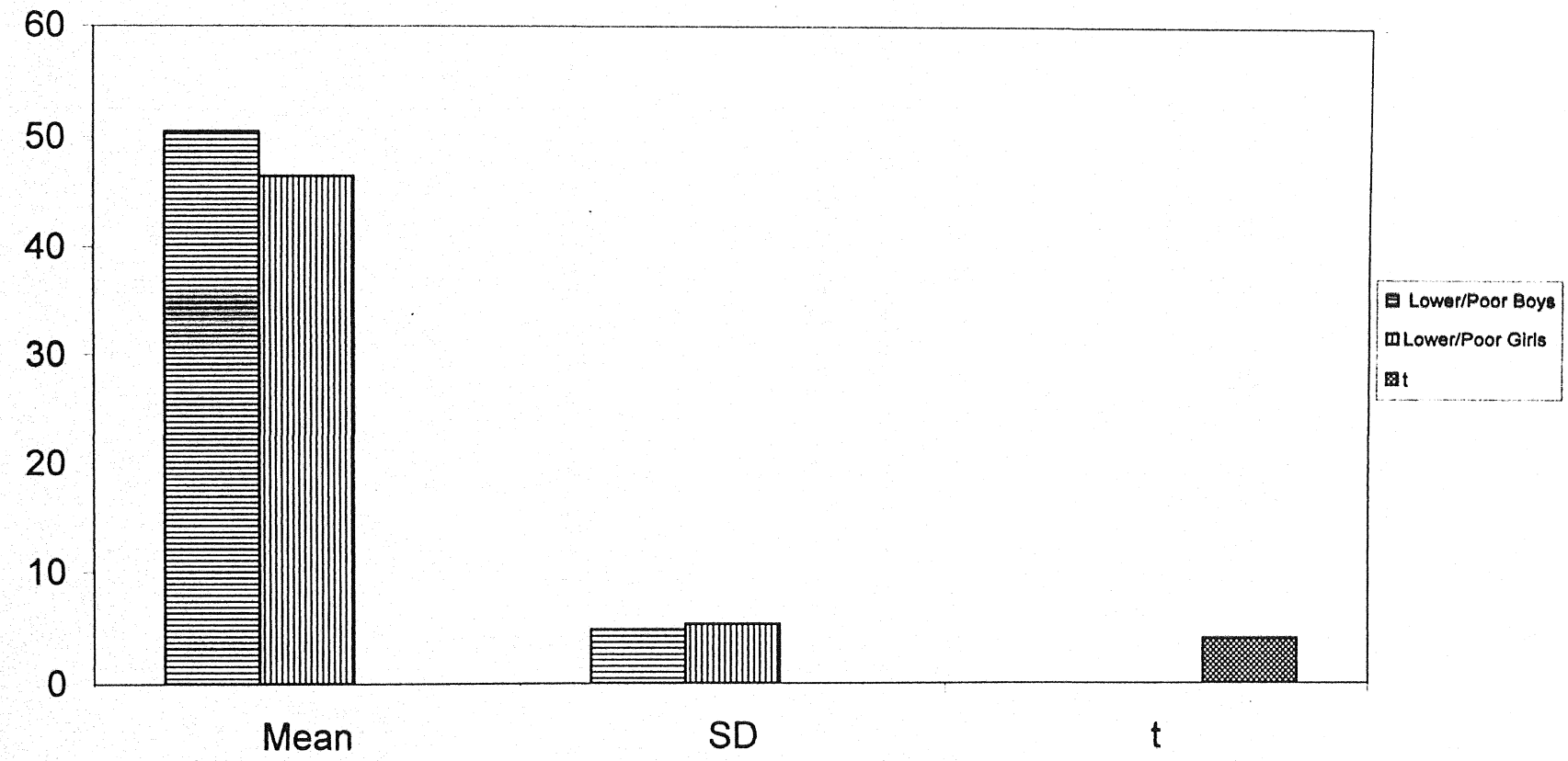


Fig. - G-3

Part B

Overall comparison of Self-Concept of Different Nutritional status (Rich, Average, Poor) Boys and Girls

To study the significant difference of Self-Concept of Upper/rich Nutritional status Boys and Girls

To see the significant difference of Self-Concept of upper/rich nutritional status boys and girls, the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.63 and at .05 level is 1.98 at the degree of freedom of 98. (Table on next page).

Table No. 4

Self-Concept		*Upper/Rich Boys*	*Upper/Rich Girls*	*t*
Behaviour	Mean	13.34	14.52	2.94**
	SD	2.36	1.57	
Intellectual &	Mean	13.76	14.38	1.08
School Status	SD	2.99	2.73	
Physical	Mean	9.96	9.10	2.12*
Appearance	SD	1.69	2.31	
& Attributes				
Anxiety	Mean	9.70	9.02	1.35
	SD	1.80	3.06	
Popularity	Mean	9.08	8.40	2.00*
	SD	1.61	1.78	
Happiness &	Mean	5.86	5.48	1.63
Satisfaction	SD	1.11	1.22	
Total	Mean	61.70	60.90	0.57
	SD	7.05	6.98	

d.f. 98 —> 0.01=2.63**

0.05=1.98*

Critical ratio values of Self-Concept of Upper/rich Nutritional status Boys and Girls

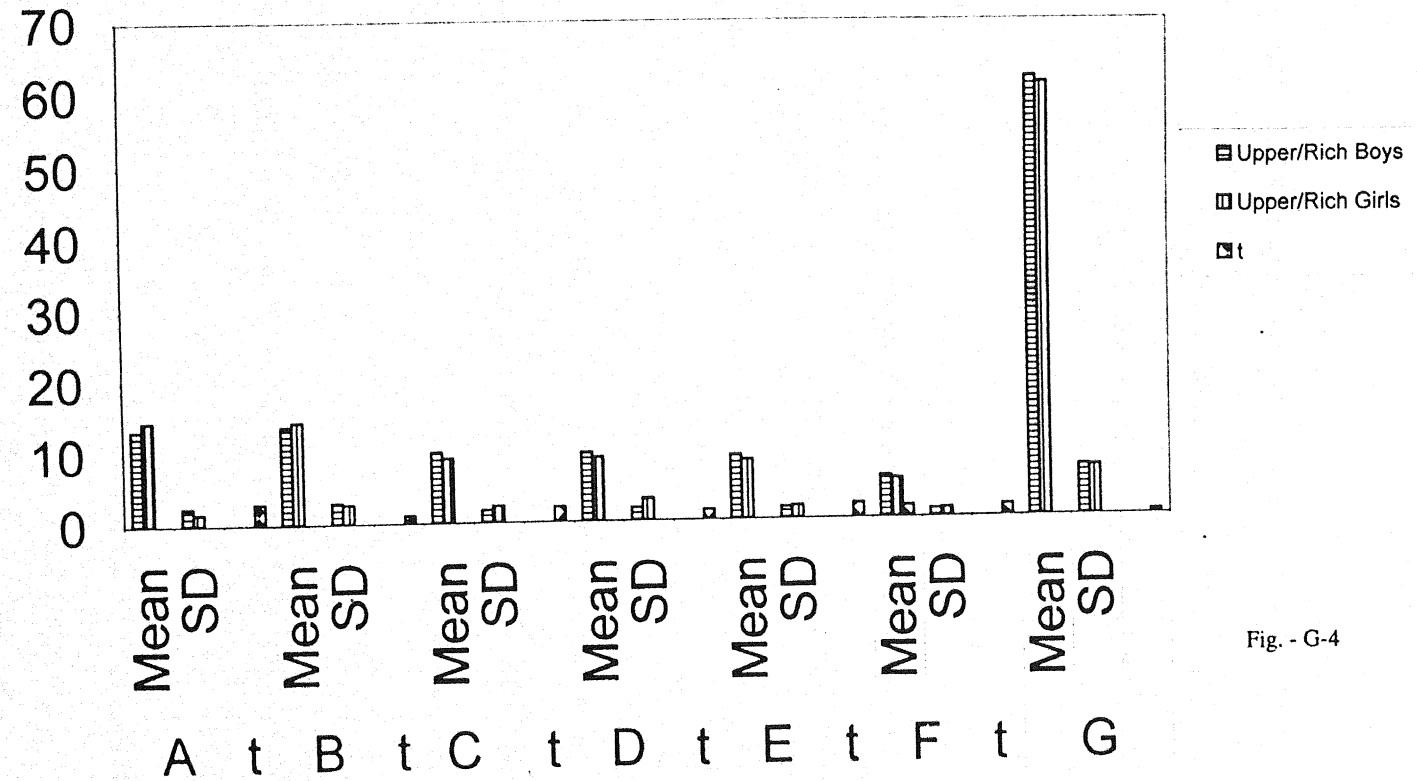


Fig. - G-4

It is evident from table no.4 that upper/rich nutritional girls have more behaviourists (mean 14.52) than upper/rich nutritional boys (mean 13.34). But there is significant difference between behaviour of upper/rich nutritional boys and girls at .01 level (critical ratio found 2.94). Upper/rich nutritional girls have more intellectual & school status (mean 14.38) than upper/rich nutritional boys (mean 13.76). But there is no significant difference between intellectual & school status of upper/rich nutritional boys and girls.

Table no.4 shows that upper/rich nutritional boys have more Physical Appearance & Attributes (mean 9.96) than upper/rich nutritional girls (mean 9.10). But there is significant difference between Physical Appearance & Attributes of upper/rich nutritional boys and girls at .05 level (critical ratio found 2.12). Upper/rich nutritional boys have high anxiety (mean 9.70) than upper/rich nutritional girls (mean 9.02), there is no significant difference between anxiety of upper/rich nutritional boys and girls. Upper/rich nutritional boys have more popularity (mean 9.08) than upper/rich nutritional girls (mean 8.40). But there is no significant difference between popularity of upper/rich nutritional boys and girls. Happiness & satisfaction of upper/rich nutritional boys (mean 5.86) and girls (mean 5.48) have no much difference. All total it is find out from table no. 4 that there is no significant difference between self-concept of upper/rich nutritional boys and girls.

Thus the result from table no.4 indicated that upper/rich nutritional boys have significantly high Physical Appearance & Attributes, Anxiety and Popularity and upper/rich nutritional girls have high Behaviour, Intellectual & School status. However significant difference was observed between

Behaviour, Physical Appearance & Attributes and Popularity of upper/rich nutritional boys and girls. The hypothesis (4) that "There is no significant difference of Self-Concept between Upper/Rich Nutritional Status Boys and Girls.

To study the significant difference of Self-Concept of Average/Middle Nutritional status Boys and Girls

To see the significant difference of Self-Concept of average/middle nutritional status boys and girls, the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.63 and at .05 level is 1.98 at the degree of freedom of 98.

It is evident from table no.5 that average/middle nutritional boys and girls both have equal behaviourist (mean 12.90). There is no significant difference between behaviour of average/middle nutritional boys and girls. Average/middle nutritional boys have more intellectual & school status (mean 14.12) than average/middle nutritional girls (mean 13.40). But there is no significant difference between intellectual & school status of average/middle nutritional boys and girls.

Table No. 5

Self-Concept		*Upper/Rich Boys*	*Upper/Rich Girls*	*t*
Behaviour	Mean	12.90	12.90	0.00
	SD	2.33	2.31	
Intellectual &	Mean	14.12	13.40	1.57
School Status	SD	2.59	1.94	
Physical	Mean	9.68	8.14	4.30**
Appearance	SD	1.89	1.69	
& Attributes				
Anxiety	Mean	9.66	7.70	5.16**
	SD	1.89	1.91	
Popularity	Mean	9.46	8.60	2.47*
	SD	1.79	1.69	
Happiness &	Mean	5.62	5.76	0.5
Satisfaction	SD	1.28	1.19	
Total	Mean	61.44	56.50	3.90**
	SD	7.01	5.59	

d.f. 98 —>0 .01=2.63**

0.05=1.98*

Ccritical ratio values of Self-Concept of Average/Middle Nutritional status Boys and Girls

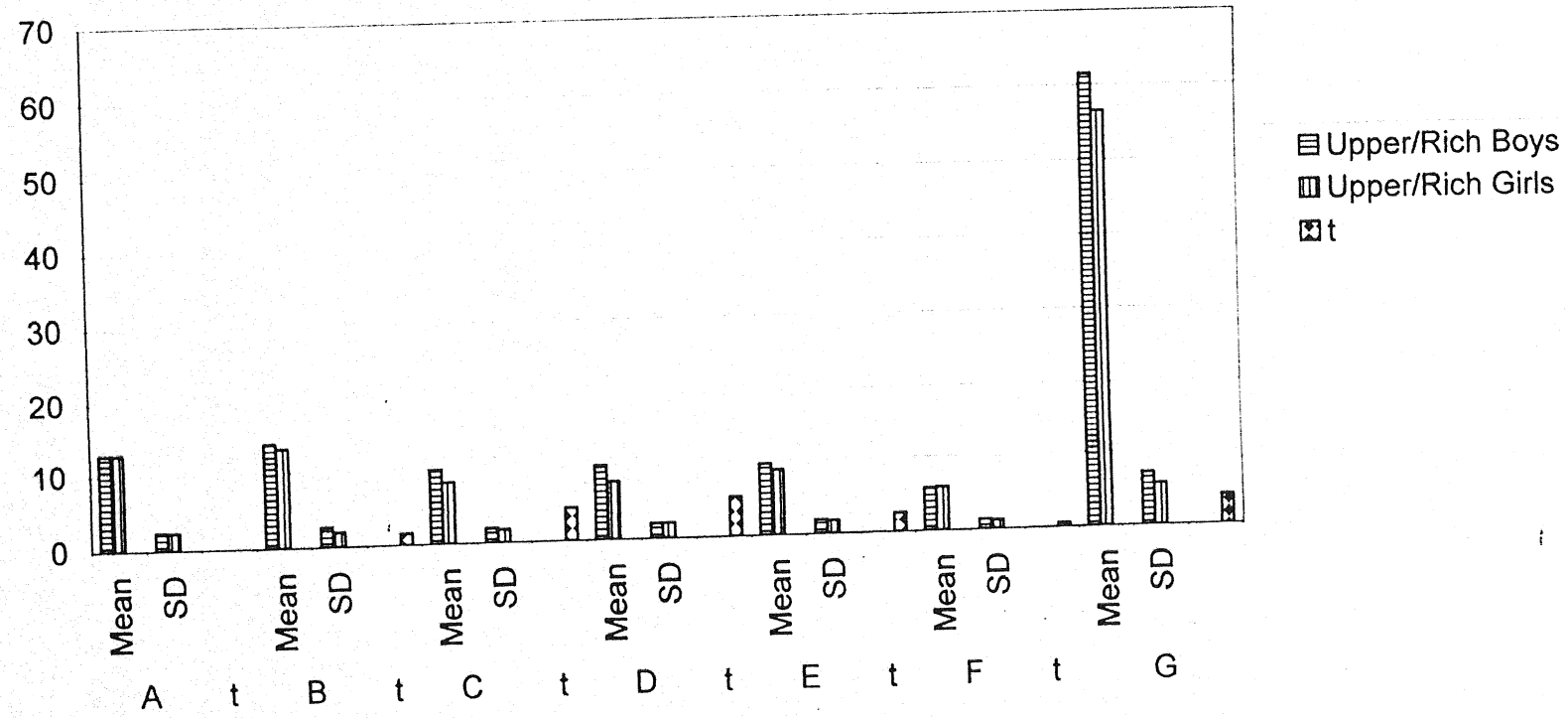


Fig. - G-5

Table no.5 shows that average/middle nutritional boys have more Physical Appearance & Attributes (mean 9.98) than average/middle nutritional girls (mean 8.14). But there is significant difference between Physical Appearance & Attributes of average/middle nutritional boys and girls at .01 level (critical ratio found 4.30). Average/middle nutritional boys have high anxiety (mean 9.66) than average/middle nutritional girls (mean 7.70), there is significant difference between anxiety of average/middle nutritional boys and girls at .01 level (critical ratio found 5.16). Average/middle nutritional boys have more popularity (mean 9.46) than average/middle nutritional girls (mean 8.60). But there is significant difference between popularity of average/middle nutritional boys and girls at .05 level (critical ratio found 2.47). Happiness & satisfaction of average/middle nutritional girls (mean 5.76) are higher than average/middle boys (mean 5.62), and there is no significant difference found between Happiness & satisfaction of average/middle nutritional boys and girls. All total it is find out from table no. 5 that there is significant difference between self-concept of average/middle nutritional boys and girls.

Thus the result from table no.5 indicated that average/middle nutritional boys have significantly high Intellectual & School Status, Physical Appearance & Attributes, Anxiety and Popularity and average/middle nutritional girls have high Happiness & Satisfaction. However significant difference was observed between Physical Appearance & Attributes Anxiety and Popularity of average/middle nutritional boys and girls. The hypothesis (5) that "There is no significant difference of Self-Concept between Average/middle Nutritional Status Boys and Girls" is rejected.

To study the significant difference of Self-Concept of Lower/Poor Nutritional status Boys and Girls

To see the significant difference of Self-Concept of lower/Poor nutritional status boys and girls, the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.63 and at .05 level is 1.98 at the degree of freedom of 98.

Table No. 6

Self-Concept		*Upper/Rich Boys*	*Upper/Rich Girls*	*t*
Behaviour	Mean	12.92	12.56	0.71
	SD	3.06	1.92	
Intellectual & School Status	Mean	13.56	13.04	0.87
	SD	3.11	2.87	
Physical Appearance & Attributes	Mean	9.72	8.82	1.88
	SD	2.29	2.50	
Anxiety	Mean	9.36	8.38	2.42*
	SD	1.80	2.23	
Popularity	Mean	8.84	9.10	0.74
	SD	1.69	1.82	
Happiness & Satisfaction	Mean	5.64	5.80	0.63
	SD	1.50	1.01	
Total	Mean	60.04	57.70	1.48
	SD	8.84	6.85	

d.f. 98 —> .01 – 2.63**

.05 – 1.98*

Critical ratio values of Self-Concept of Lower/Poor Nutritional status Boys and Girls

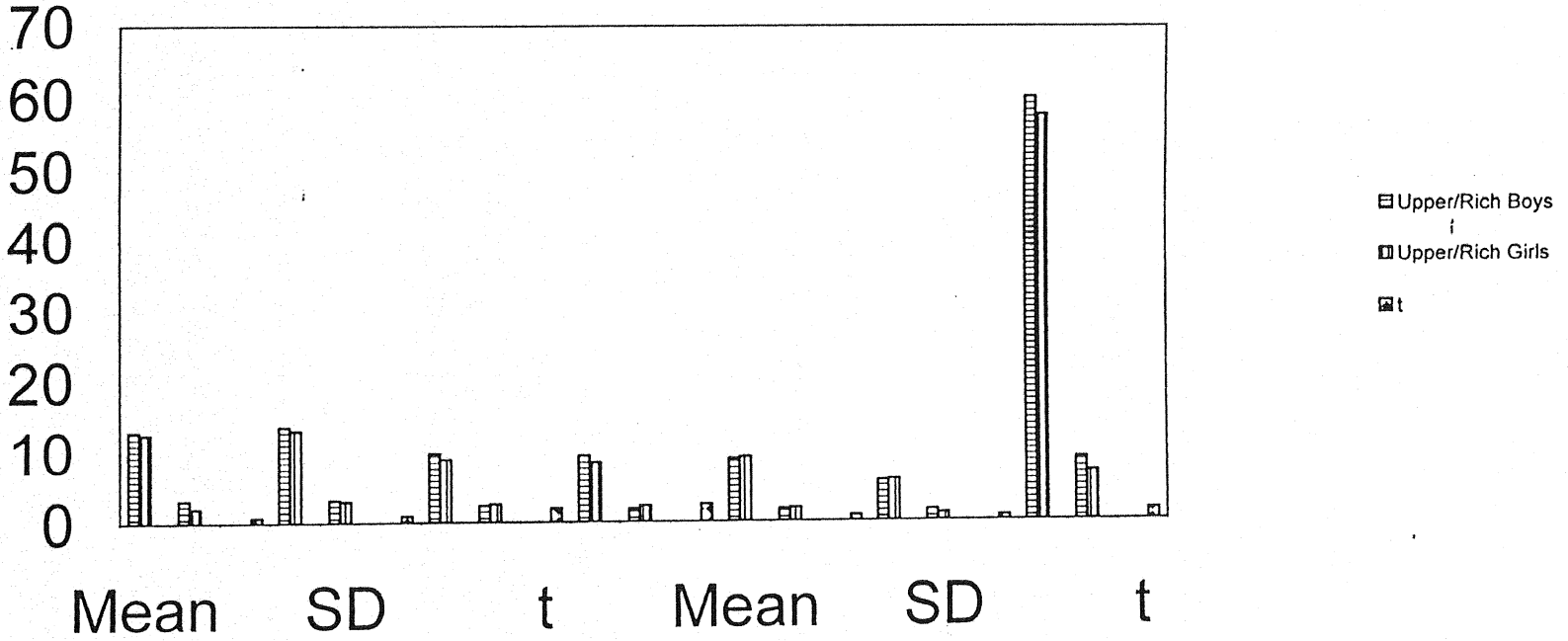


Fig. - G-6

It is evident from table no.6 that lower/Poor nutritional boys and girls both have not much difference between behaviour (boys mean 12.92 and girls mean 12.56).. There is no significant difference between behaviour of lower/Poor nutritional boys and girls. Intellectual & school status of lower/ Poor nutritional boys and girls also has not much difference (mean 13.56 and mean 13.04) and there is no significant difference between intellectual & school status of lower/Poor nutritional boys and girls.

Table no.6 shows that lower/Poor nutritional boys have more Physical Appearance & Attributes (mean 9.72) than lower/Poor nutritional girls (mean 8.82). But there is not significant difference between Physical Appearance & Attributes of lower/Poor nutritional boys and girls. Lower/Poor nutritional boys have high anxiety (mean 9.36) than lower/Poor nutritional girls (mean 8.38), there is significant difference between anxiety of lower/Poor nutritional boys and girls at .05 level (critical ratio found 2.42). Lower/Poor nutritional girls have more popularity (mean 9.10) than lower/Poor nutritional boys (mean 8.84). But there is no significant difference between popularity of lower/ Poor nutritional boys and girls. Happiness & satisfaction of lower/Poor nutritional boys (mean 5.64) and lower/Poor nutritional girls (mean 5.80) have no much difference, and there is no significant difference found between Happiness & satisfaction of lower/Poor nutritional boys and girls. All total it is find out from table no. 6 that there is no significant difference between self-concept of lower/Poor nutritional boys and girls.

Thus the result from table no.6 indicated that lower/Poor nutritional boys have significantly high Physical Appearance & Attributes and Anxiety

and lower/Poor nutritional girls have high Popularity. However significant difference was observed in Anxiety of lower/Poor nutritional boys and girls. The hypothesis (6) that "There is no significant difference of Self-Concept between Lower/Poor Nutritional Status Boys and Girls" is accepted.

Part C

Overall comparison of Personality of Different Nutritional status (Rich, Average, Poor) Boys and Girls.

To study the significant difference of Personality of Upper/rich nutritional status Boys and Girls

To see the significant difference of Personality of upper/rich nutritional status boys and girls, the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.63 and at .05 level is 1.98 at the degree of freedom of 98. (Table on next page.)

Table No.7

Personality		*Upper/Rich Boys*	*Upper/Rich Girls*	*t*
Extroversion &	Mean	44.12	45.00	0.98
Introversion	SD	3.82	2.09	
Self-Concept	Mean	45.66	46.54	0.86
	SD	4.49	5.72	
Dependable &	Mean	49.20	49.48	0.35
Independable	SD	3.55	4.37	
Temperament	Mean	39.72	40.36	1.61
	SD	5.35	5.14	
Adjustment	Mean	49.26	50.74	1.86
	SD	3.83	4.12	
Anxiety	Mean	40.94	41.88	0.86
	SD	5.85	5.03	
Total	Mean	268.90	274.00	1.78
	SD	14.08	14.64	

d.f. 98 —> .01 – 2.63**

.05 – 1.98*

Critical ratio values of Personality of Upper/rich nutritional status Boys and Girls

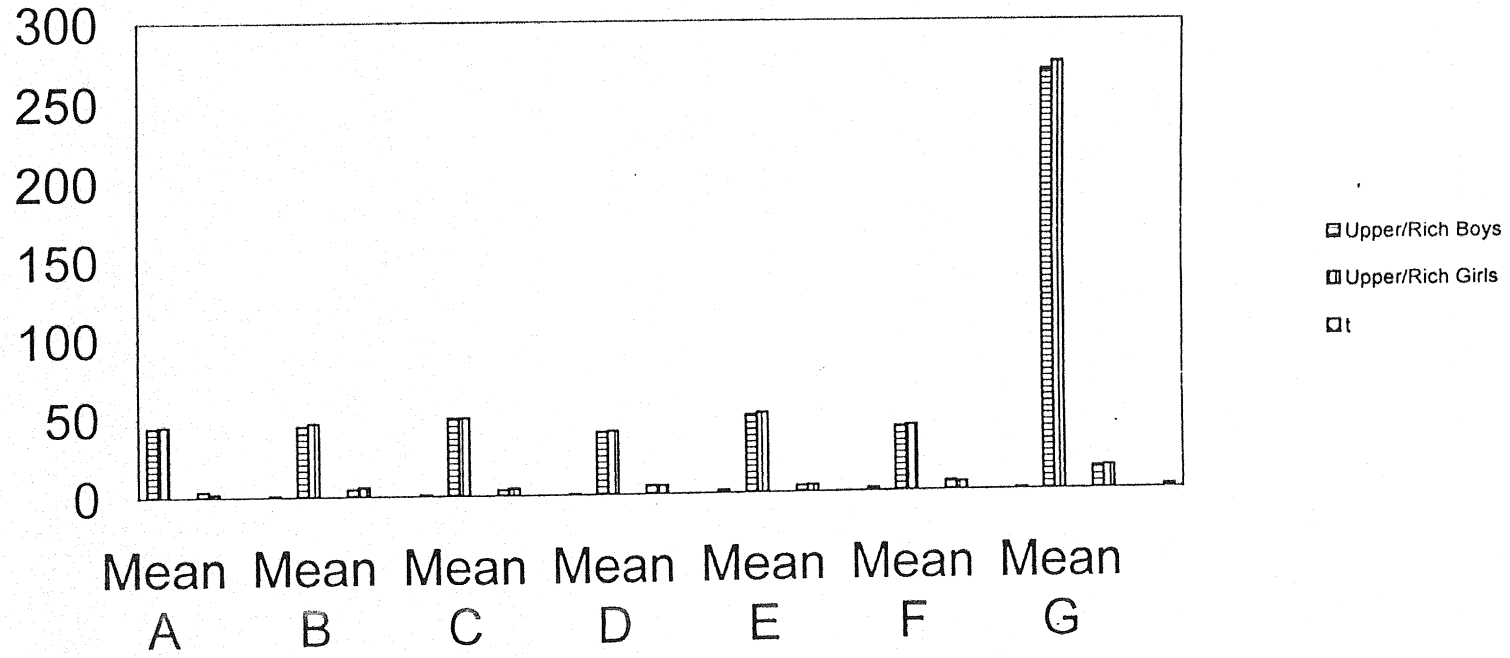


Fig. - G-7

Result of table no. 7 shows that upper/rich nutritional status girls are more extroversion & introversion (mean 45.00) than upper/rich nutritional status boys (mean 44.12). But there is no significant difference in extroversion & introversion of upper/rich nutritional status boys and girls. It is evident from table no.7 result that self-concept of upper/rich nutritional status girls (mean 46.54) are more than upper/rich nutritional status boys (45.66). But there is no significant difference in self-concept of upper/rich nutritional status boys and girls. Dependable & Independable of upper/rich nutritional status boys and girls have not much difference (boys mean 49.20 and girls mean49.48). So there is no significant difference in Dependable & Independable of upper/rich nutritional status boys and girls.

Upper/rich nutritional status girls have high temperament (mean 40.36) than upper/rich nutritional status boys (mean 39.72). But there is no significant difference found in temperament of upper/rich nutritional status boys and girls. Adjustment of upper/rich nutritional status girls is high (mean 50.74) than upper/rich nutritional status boys (mean 49.26). There is no significant difference found in adjustment of upper/rich nutritional status boys and girls. Anxiety of upper/rich nutritional status girls is also high (mean 41.88) than upper/rich nutritional status boys (40.94). There is no significant difference found in Anxiety of upper/rich nutritional status boys and girls. All total upper/rich nutritional status girls have good personality (mean 274.00) than upper/rich nutritional status boys (mean 268.90).

Thus the result of table no.7 shows that hypothesis (7) stating that "There is no significant difference of Personality between Upper/Rich Nutritional Status Boys and Girls" is accepted.

To study the significant difference of Personality of Average/middle Nutritional status Boys and Girls

To see the significant difference of Personality of average/middle nutritional status boys and girls, the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.63 and at .05 level is 1.98 at the degree of freedom of 98.

It is evident from table no.8 that average/middle nutritional girls have high extroversion & Introversion (mean 45.70) than average/middle nutritional boys (mean 43.68). There is significant difference of extroversion & introversion between average/middle nutritional boys and girls at .05 level (critical ratio found 2.08). Average/middle nutritional girls have high self-concept (mean 47.16) than average/middle nutritional boys (mean 43.58) and there is significant difference of self-concept between average/middle nutritional boys and girls at .01 level (critical ratio found 3.05). Average/middle nutritional girls also have high Dependable & Independable (mean 48.32) than Average/middle nutritional boys (mean 40.44). But there is no significant difference of Dependable & Independable between average/middle nutritional boys and girls.

Table No. 8

Personality		*Upper/Rich Boys*	*Upper/Rich Girls*	*t*
Extroversion &	Mean	43.68	45.70	2.08*
Introversion	SD	4.82	4.89	
Self-Concept	Mean	43.58	47.16	3.05**
	SD	5.89	5.87	
Dependable &	Mean	46.68	48.32	1.46
Independable	SD	5.19	6.00	
Temperament	Mean	40.44	39.64	0.76
	SD	5.88	4.56	
Adjustment	Mean	45.32	50.80	4.73**
	SD	6.31	5.21	
Anxiety	Mean	41.46	41.14	0.34
	SD	4.29	4.99	
Total	Mean	261.16	272.76	3.55**
	SD	14.65	17.84	

d.f. 98 —> .01 – 2.63**

.05 – 1.98*

Critical ratio values of Personality of Average/middle Nutritional status Boys and Girls

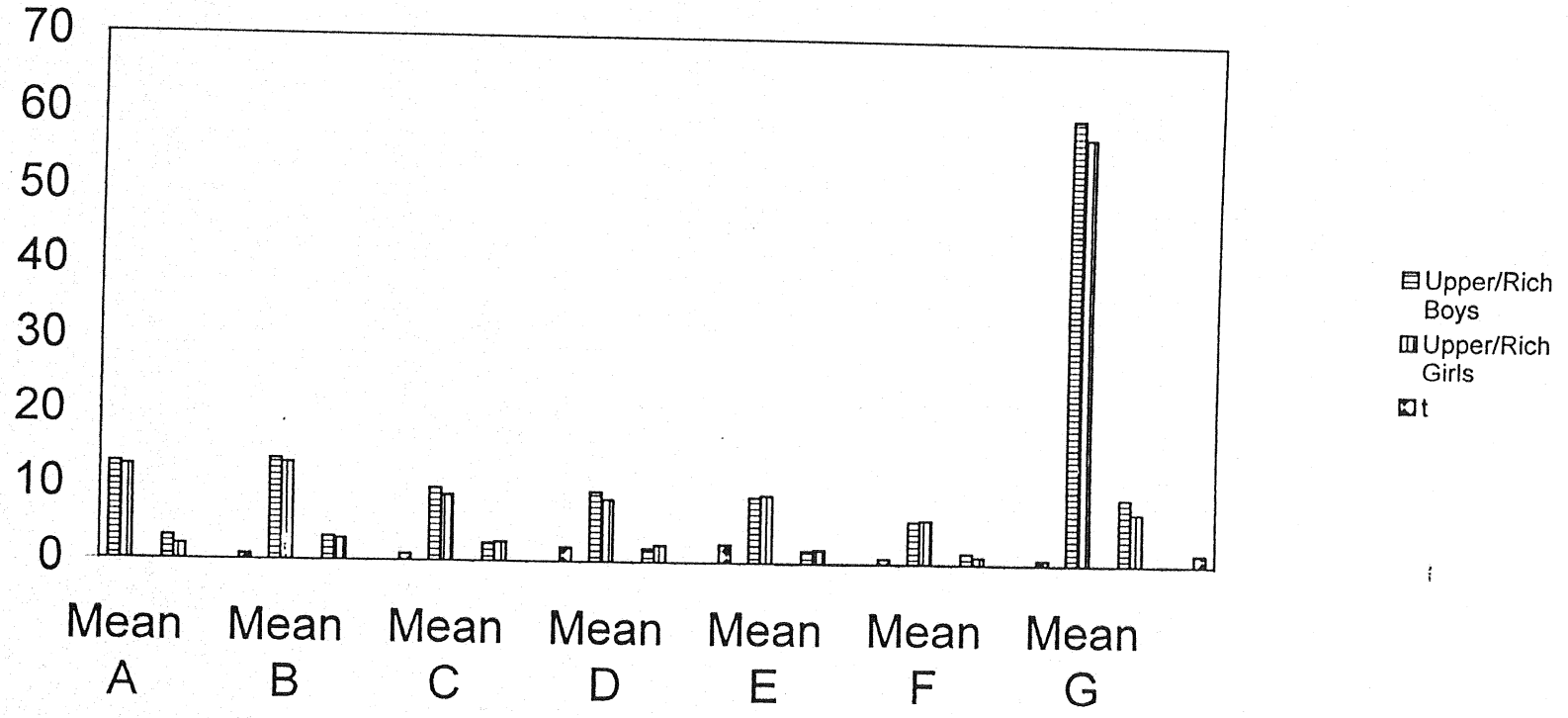


Fig. - G-8

Table no.8 shows that average/middle nutritional boys have high temperament (mean 40.44) than average/middle nutritional girls (mean 39.64). But there is not significant difference between average/middle nutritional boys and girls temperament. Average/middle nutritional girls have high adjustment (mean 50.80) than average/middle nutritional boys (mean 45.32), there is significant difference between average/middle nutritional boys and girls Adjustment at .01 level (critical ratio found 4.73). Average/middle nutritional boys and girls have no much difference in Anxiety. There is no significant difference between average/middle nutritional boys and girls in Anxiety. Finding from table no. 8 shows that average/middle nutritional girls have high Extroversion & Introversion, Self-Concept, Dependable & Independable, Adjustment quality. And average/middle nutritional boys have high Temperament..

All total there is significant difference of personality between average/middle nutritional boys and girls at .01 level (critical ratio value found 3.55). The hypothesis (8) that "There is no significant difference of personality between Average/middle nutritional Status Boys and Girls" is rejected.

To study the significant difference of Personality of Lower/Poor Nutritional status Boys and Girls

To see the significant difference of Personality of lower/Poor nutritional status boys and girls, the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.63 and at .05 level is 1.98 at the degree of freedom of 98.

Result of table no 9 shows that lower/Poor nutritional girls have high extroversion & Introversion (mean 44.16) than lower/Poor nutritional boys (mean 43.56). There is no significant difference of extroversion & introversion between lower/Poor nutritional boys and girls. Lower/Poor nutritional girls have high self-concept (mean 48.84) than lower/Poor nutritional boys (mean 45.02) and there is significant difference of self-concept between lower/Poor nutritional boys and girls at .01 level (critical ratio found 3.31). Lower/Poor nutritional boys have high Dependable & Independable (mean 48.72) than lower/Poor nutritional girls (mean 47.46). But there is no significant difference of Dependable & Independable between lower/Poor nutritional boys and girls.

Table No. 9

Personality		*Upper/Rich Boys*	*Upper/Rich Girls*	*t*
Extroversion &	Mean	43.56	44.16	0.54
Introversion	SD	5.37	5.78	
Self-Concept	Mean	45.02	48.84	3.31**
	SD	5.25	6.26	
Dependable &	Mean	48.72	47.46	1.46
Independable	SD	3.60	4.92	
Temperament	Mean	39.26	38.00	1.23
	SD	5.56	4.62	
Adjustment	Mean	49.96	48.74	1.13
	SD	5.36	5.46	
Anxiety	Mean	41.60	42.26	0.60
	SD	6.44	4.37	
Total	Mean	268.12	269.46	0.41
	SD	17.03	15.58	

d.f. 98 —> 0.01=2.63**

0.05=1.98*

Critical ratio values of Personality of Lower/Poor Nutritional status Boys and Girls

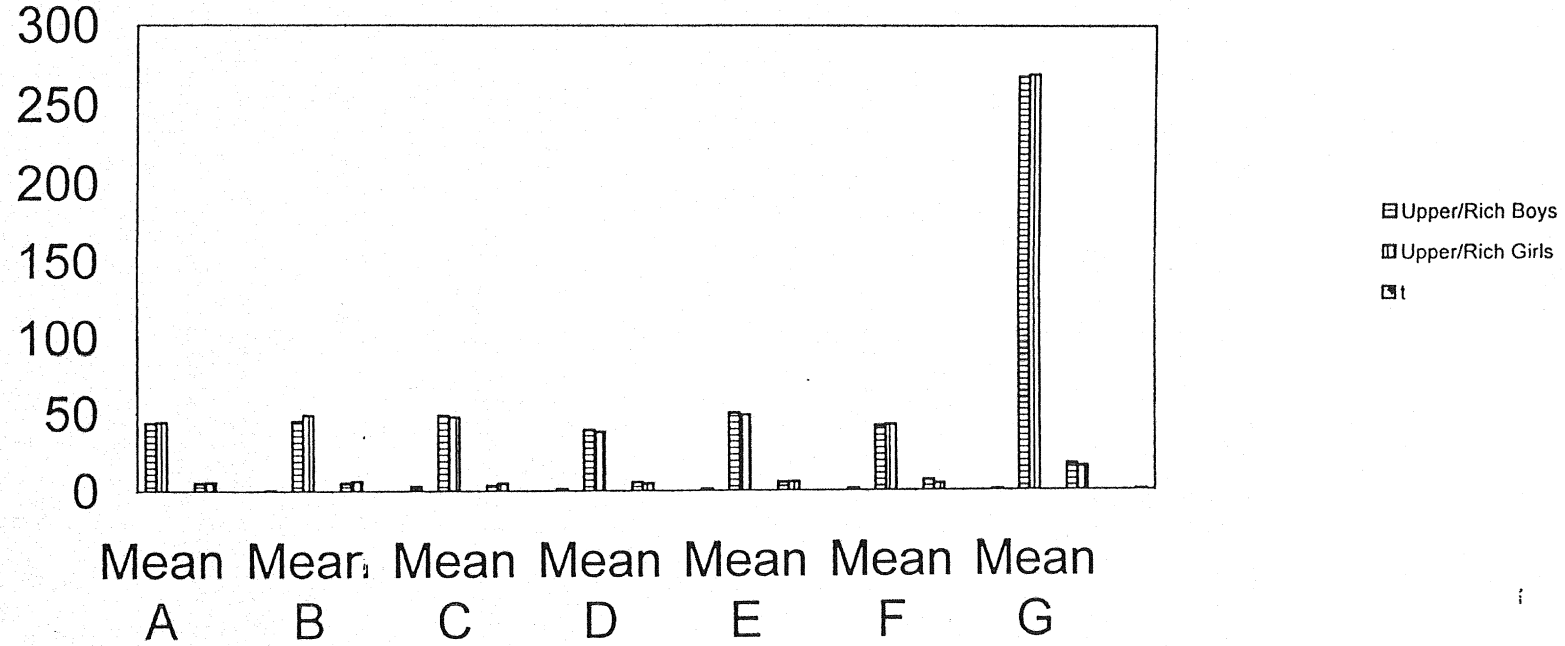


Fig. - G-9

Table no.9 shows that lower/Poor nutritional boys have high temperament (mean 39.26) than lower/Poor nutritional girls (mean 38.00). But there is no significant difference between lower/Poor nutritional boys and girls temperament. Lower/Poor nutritional boys have high adjustment (mean 49.96) than lower/Poor nutritional girls (mean 48.74), there is no significant difference between lower/Poor nutritional boys and girls Adjustment. Lower/Poor nutritional girls have high Anxiety (mean 42.26) than lower/Poor nutritional boys (mean 41.60). There is no significant difference between lower/Poor nutritional boys and girls in Anxiety. Finding from table no. 9 shows that lower/Poor nutritional boys have high Dependable & Independable, Temperament and Adjustment quality. And lower/Poor nutritional girls have high Extroversion & Introversion, Self-Concept, and Anxiety.

All total there is no significant difference of personality between lower/Poor nutritional boys and girls thus the hypothesis (9) stating that "There is no significant difference of personality between lower/Poor nutritional Status Boys and Girls" is accepted.

Part D

Overall study the effect of Different type of Nutritional status (Rich, Average and Poor) and Gender (Boys & Girls) on Achievement-Motivation.

To study the effect of Different Nutritional Status (Upper/Rich, Average/Middle, Lower/Poor) Boys and Girls on Achievement-Motivation

Showing Mean and SD of achievement motivation among different types nutritional status (Rich, Average, Poor) boys and girls.

Table No. 10

Acheivement Motivation		*Type of Nutrition*			*Total*
		Rich	*Average*	*Poor*	
	N	**50**	**50**	**50**	**150**
Boys	Mean	51.84	52.50	50.48	51.61
	SD	2.82	3.54	4.76	3.86
Gender	**N**	**50**	**50**	**50**	**150**
Girls	Mean	50.80	49.80	46.46	49.02
	SD	3.23	5.55	5.30	5.13
	N	**100**	**100**	**100**	**300**
Total	Mean	51.32	51.15	48.47	50.31
	SD	3.06	4.83	5.40	4.71

Value of Mean and SD of Different Nutritional Status Boys and Girls on Achievement-Motivation

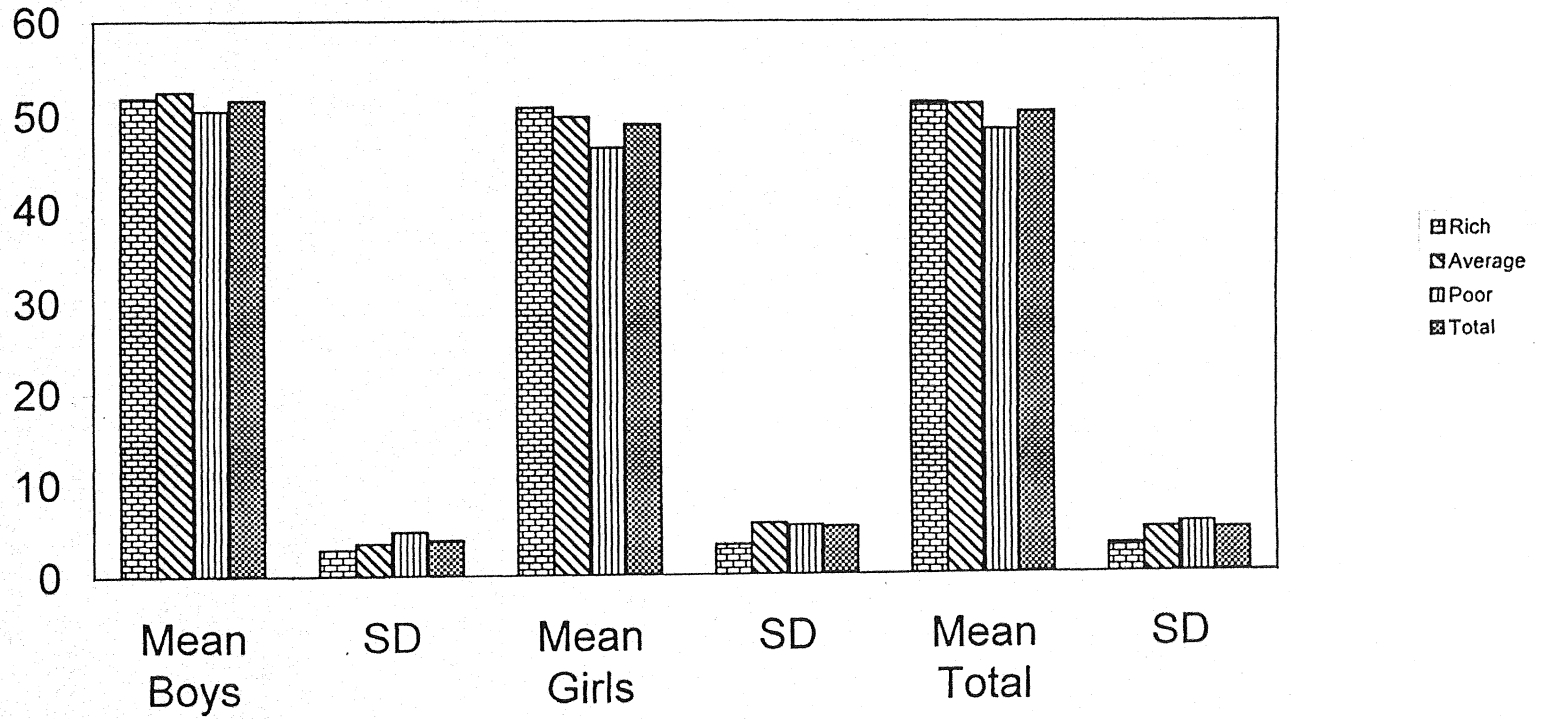


Fig. - G-10

Table no. 10 result shows that Rich nutritional status boys have high achievement motivation (mean 51.84) than Rich nutritional status girls (mean 50.80). Average nutritional status boys have high achievement motivation (mean 52.50) than average nutritional girls (mean 49.80). Also Poor nutritional status boys have high achievement motivation (mean 50.48) than Poor nutritional status girls (mean 46.46).

All of it is evident from table no. 10 Boys have high achievement motivation (mean 51.61) than Girls (mean 49.02). As per nutritional status it is appeared from table results that rich and Average nutritional subjects have high achievement motivation (mean 51.32 and mean 51.15) than Poor nutritional status subjects (mean 48.47).

Table No. 10.1

Acheivement Motivation	**Sum of Square**	**df**	**Mean Squares**	**FRatio**
A. Boys & Girls	501.81	1	501.81	26.77**
B. Rich, Average & Poor	511.13	2	255.56	13.64**
A x B interactions	111.49	2	55.74	2.97
Within cell	5510.12	294	18.74	
Total	6634.55	299	d.f. 1 &294, 0.05=3.87*	
				0.01=6.72**
			d.f. 2 & 294, 0.05=3.03*	
				0.01=4.68**

Segnificant effect of Different Nutritional Status Boys and Girls on Achievement-Motivation

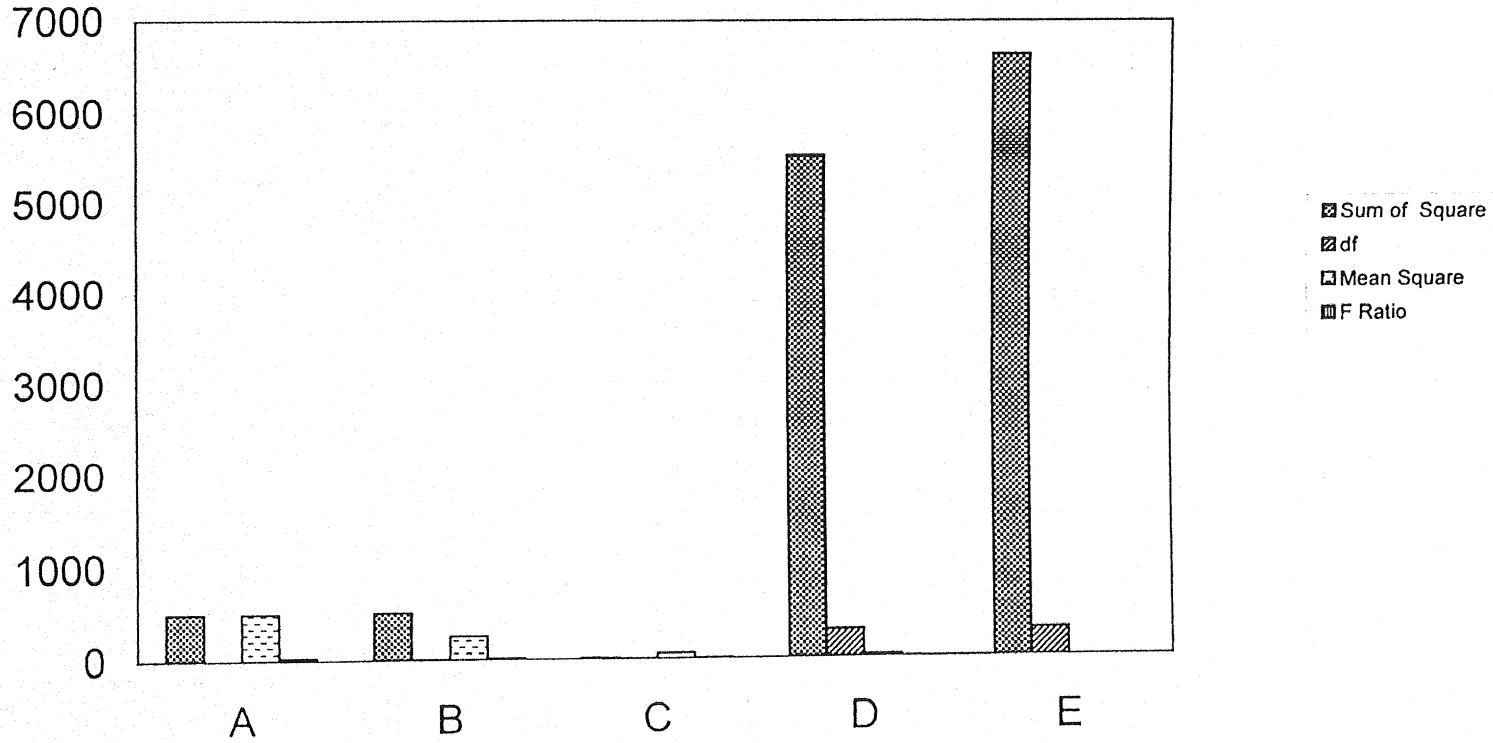


Fig. - G-11

In this section an attempt has been made to find out the effect of types of nutritional status (Rich, Average and Poor) and gender (Boys and Girls) on Achievement motivation. 2x3 factorial design was used and an analysis of variance was calculated. The results are given in table no. 10.1

It is evident from table no. 10.1 that gender (boys and girls) significantly effect the achievement motivation (f ratio found 26.77 at .01 level). Types of nutritional status (Rich, Average and Poor) also have significant effect on achievement motivation at .01 level (f ratio found 13.64). But interaction between gender and types of nutritional status has no significant effect on achievement motivation. Thus the hypothesis (10) stating that "There is no significant effect of Different Nutritional Status (Upper/Rich, Average/middle, Lower/Poor) Boys and Girls on Achievement Motivation" is accepted.

Part E

Overall study the effect of Different type of Nutritional status (Rich, Average and Poor) and Gender (Boys & Girls) on Self-Concept

To study the effect of Different Nutritional Status (Upper/Rich, Average/middle, Lower/Poor) Boys and Girls on Self-Concept

Showing Mean and SD of self-concept among different types nutritional status (Rich, Average, Poor) boys and girls.

Table No. 11

Self Concept		Type of nutrition			Total
		Rich	Average	Poor	
	N	**50**	**50**	**50**	**150**
Boys	Mean	61.70	61.44	60.04	61.06
	SD	7.05	7.01	8.84	7.66
Gender	**N**	**50**	**50**	**50**	**150**
Girls	Mean	60.90	56.70	57.70	58.37
	SD	6.98	5.59	6.85	6.72
	N	**100**	**100**	**100**	**300**
Total	Mean	61.30	58.97	58.87	59.71
	SD	6.99	6.78	7.95	7.32

Mean and SD for the effect of Different Nutritional Status Boys and Girls on Self-Concept

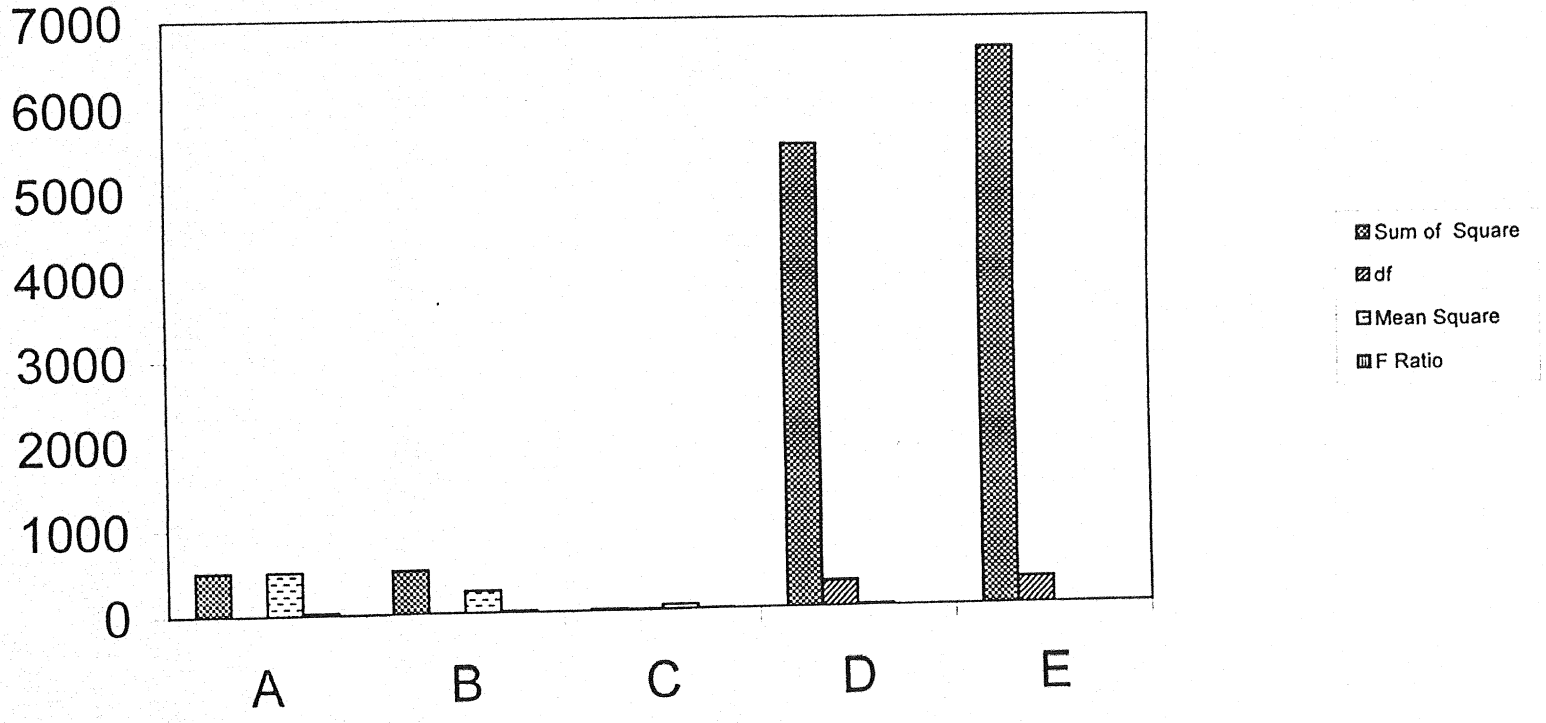


Fig. - G-12

Table no. 11 shows that Rich nutritional status boys and average nutritional status boys have high self concept (mean 61.70 and mean 61.44) than Poor nutritional status boys (mean 60.04). Results revealed that Rich nutritional status girls have high self-concept (mean 60.90) than Poor nutritional status girls (mean 57.70) and average nutritional girls (mean 56.70). Results show that Rich nutritional status boys have high self-concept (mean 61.70) than average nutritional status boys (mean 61.44) and Poor nutritional status boys (mean 60.04). Rich nutritional status girls have high self-concept (mean 60.70) than Poor nutritional status girls (mean 57.70) and average nutritional status girls (mean 56.70).

In all it is reveal from table no. 11 that Boys have high self-concept (mean 61.06) than girls (58.37). As per nutritional status it is appeared from results that Rich nutritional status subjects have high self-concept (mean 61.30) than average nutritional status (mean 58.97) and Poor nutritional status (mean 58.87).

In this section an attempt has been made to find out the effect of types of nutritional status (Rich, Average and Poor) and gender (Boys and Girls) on self-concept. 2x3 factorial design was used and an analysis of variance was calculated. The results are given in table no. 11.1

Table No. 11.1

Self Concept	Sum of Square	df	Mean Squares	FRatio
A. Boys & Girls	544.05	1	544.05	10.75**
B. Rich, Average & Poor	378.13	2	189.06	3.73*
A x B interactions	218.93	2	109.46	2.16
Within cell	14884.24	294	50.63	
Total	16025.35	299	d.f. 1 &294	0.05=3.87*
				0.01=6.72**
			d.f. 2 & 294,	0.05=3.03*
				0.01=4.68**

It is evident from table no. 11.1 that gender (boys and girls) significantly effect the self-concept (f ratio found 10.75 at .01 level). Types of nutritional status (Rich, Average and Poor) have significant effect on self-concept at .05 level (f ratio found 3.73). Interaction between gender and types of nutritional status has no significant effect on self-concept. Thus the hypothesis (11) stating that "There is no significant effect of Different Nutritional Status (Upper/Rich, Average/middle, Lower/Poor) Boys and Girls on self-concept" is accepted.

Significant difference of Different Nutritional Status Boys and Girls on Self-Concept

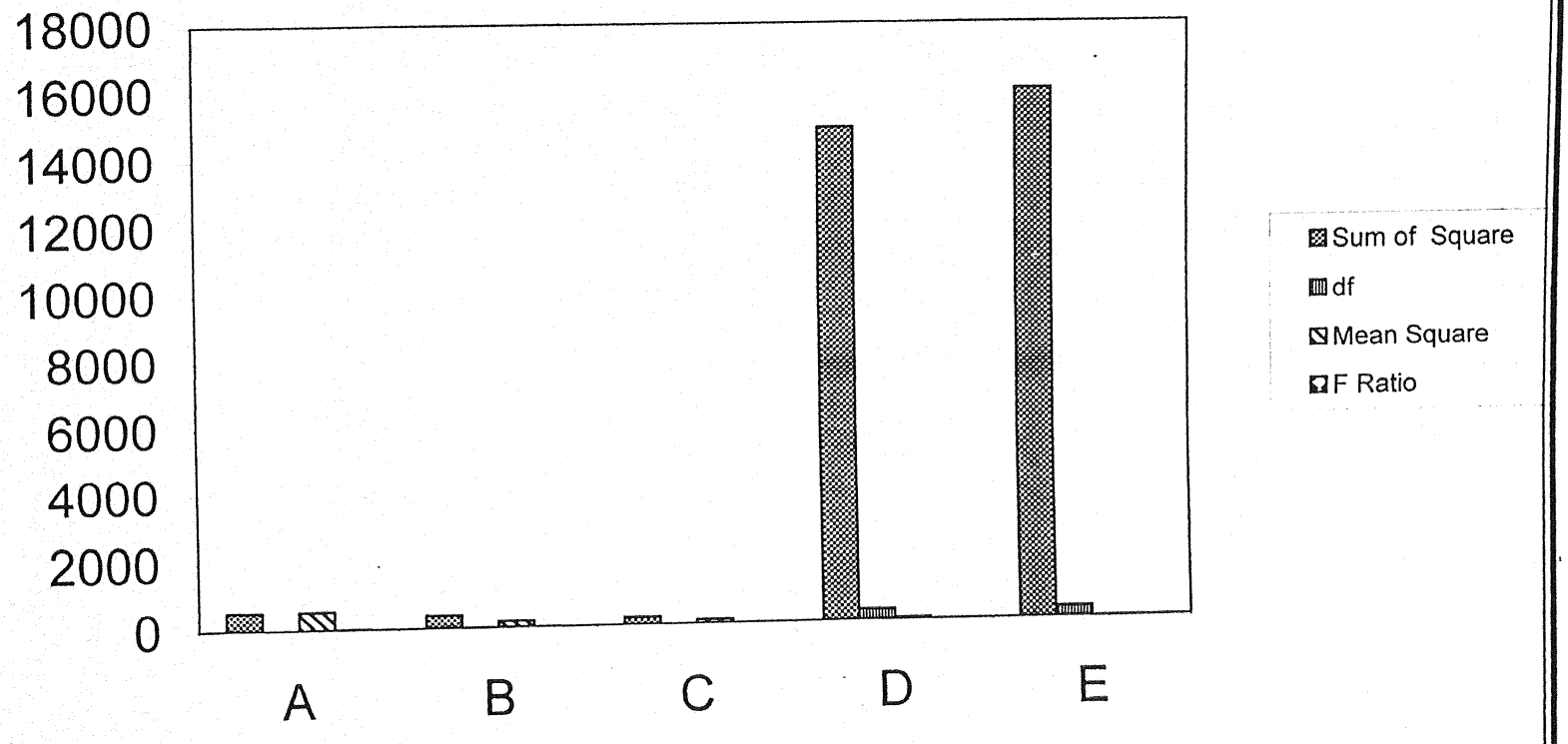


Fig. - G-13

To study the effect of Different Nutritional Status (Upper/Rich, Average/Middle, Lower/Poor) Boys and Girls on Self-Concept as Behaviour

Showing Mean and SD of self-concept as behaviour among different types nutritional status (Rich, Average, Poor) boys and girls.

Table No. 11 (a)

Self Concept as Behaviour		Type of nutrition Rich	Average	Poor	Total
	N	**50**	**50**	**50**	**150**
Boys	Mean	13.34	12.90	12.92	13.05
	SD	2.36	2.33	3.06	2.60
Gender	**N**	**50**	**50**	**50**	**150**
Girls	Mean	14.52	12.90	12.56	13.33
	SD	1.57	2.31	1.92	2.13
	N	**100**	**100**	**100**	**300**
Total	Mean	13.93	12.90	12.74	13.19
	SD	2.08	2.31	2.55	2.37

Mean and SD for the effect of Different Nutritional Status Boys and Girls on Self-Concept as Behaviour

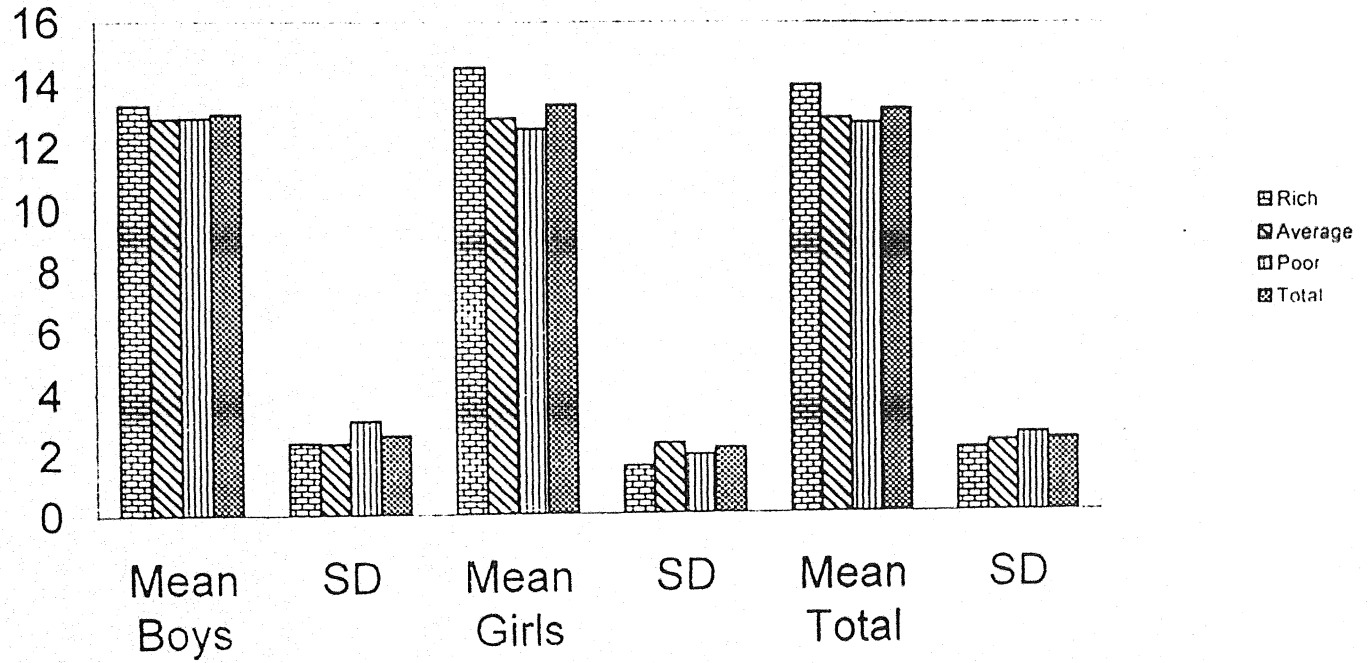


Fig. - G-14

Table no. 11(a) shows that rich nutritional girls have good behaviour quality (mean 14.52) than rich nutritional status boys (mean 13.34).There is no difference in behavior of average nutritional status boys and girls (both mean is 12.90). And there is no much difference of behaviour between Poor nutritional status boys (mean 12.92) and Poor nutritional status girls (mean 12.56). Results show that Girls have good behaviour as self-concept (mean 13.33) than Boys (mean 13.05). Result shows that average nutritional status boys have high behaviour (mean 3.06) than rich nutritional status boys behaviour (mean 2.36) and average nutritional status boys behaviour (mean 2.33). Table no. 11(a) shows that Rich nutritional status girls have high behaviour (mean 14.52) than average nutritional status girls behaviour (mean 12.90) and Poor nutritional status girls behaviour (mean 12.56).Rich nutritional status subjects have good behaviour as self-concept (mean 13.93) than Average nutritional status subjects (mean 12.90) and Poor nutritional status subjects (mean 12.74).

In this section an attempt has been made to find out the effect of types of nutritional status (Rich, Average and Poor) and gender (Boys and Girls) on self-concept as behaviour. 2x3 factorial design was used and an analysis of variance was calculated. The results are given in table no. 11 (a.1)

Table No. 11 (a.1)

Self Concept as Behaviour	Sum of Square	df	Mean Squares	FRatio
A. Boys & Girls	5.60	1	5.60	1.06
B. Rich, Average & Poor	83.42	2	41.71	7.86**
A x B interactions	32.45	2	16.22	3.06*
Within cell	1560.70	294	5.31	
Total	1682.17	299	d.f. 1 &294, 0.05=3.87*	
			0.01=6.72**	
			d.f. 2 & 294, 0.05=3.03*	
			0.01=4.68**	

It is evident from table no. 11.(a) 1 that gender (boys and girls) have no significantly effect on self-concept as behavior. But types of nutritional status (Rich, Average and Poor) have significant effect on self-concept as behavior at .01 level (f ratio found 7.86). Interaction between gender and types of nutritional status has significant effect on self-concept as behaviour at .05 level (f ratio found 3.06). Thus the hypothesis (11 - a) stating that "There is no significant effect of Different Nutritional Status (Upper/Rich, Average/middle, Lower/Poor) Boys and Girls on self-concept as behavior" is rejected.

Effect of types of nutritional status
Boys and Girls on self-concept as behaviour

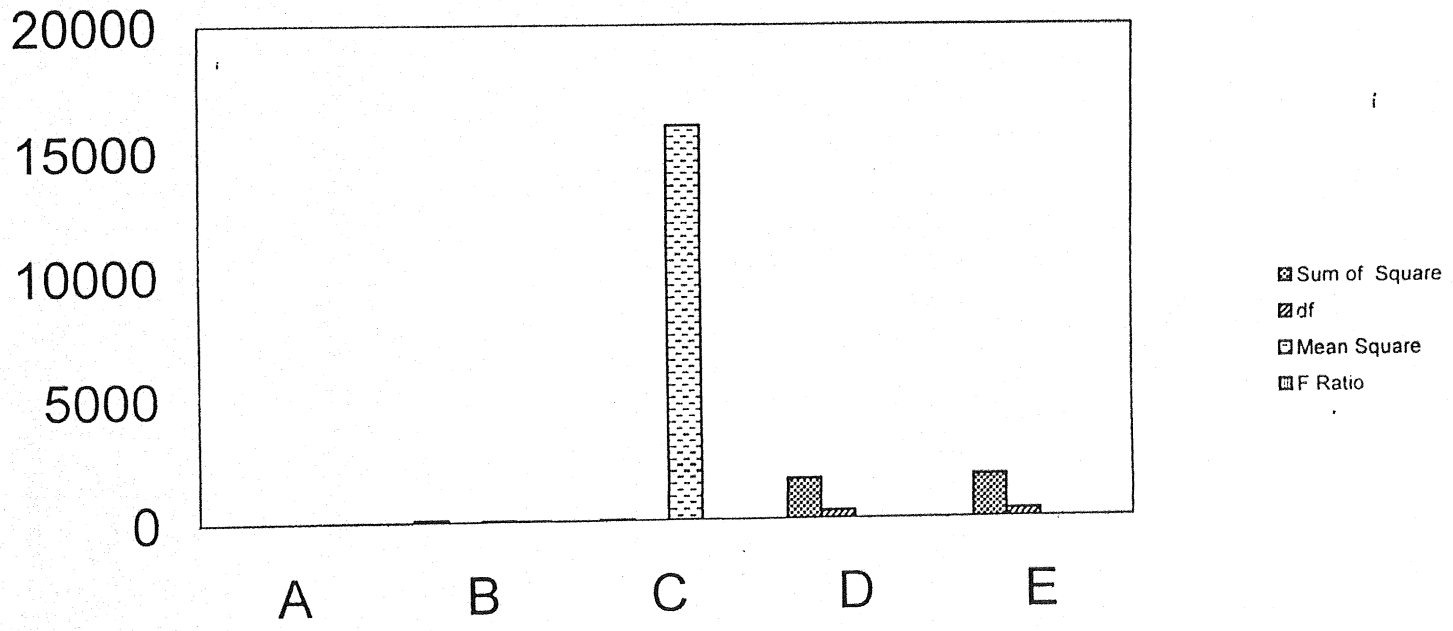


Fig. - G-15

To study the effect of Different Nutritional Status (Upper/Rich, Average/Middle, Lower/Poor) Boys and Girls on Self-Concept as Intellectual and School status

Showing Mean and SD of self-concept as intellectual and school status among different types nutritional status (Rich, Average, Poor) boys and girls.

Table No. 11 (b)

Self Concept as Intellectual and school status		Type of nutrition			Total
		Rich	**Average**	**Poor**	
	N	**50**	**50**	**50**	**150**
Boys	Mean	13.76	14.12	13.56	13.81
	SD	2.99	2.59	3.11	2.90
Gender	**N**	**50**	**50**	**50**	**150**
Girls	Mean	14.38	13.40	13.04	13.61
	SD	2.73	1.94	2.87	2.59
	N	**100**	**100**	**100**	**300**
Total	Mean	14.07	13.76	13.30	13.71
	SD	2.86	2.31	2.99	2.75

Mean and SD of Different Nutritional Status Boys and Girls on Self-Concept as Intellectual and School status

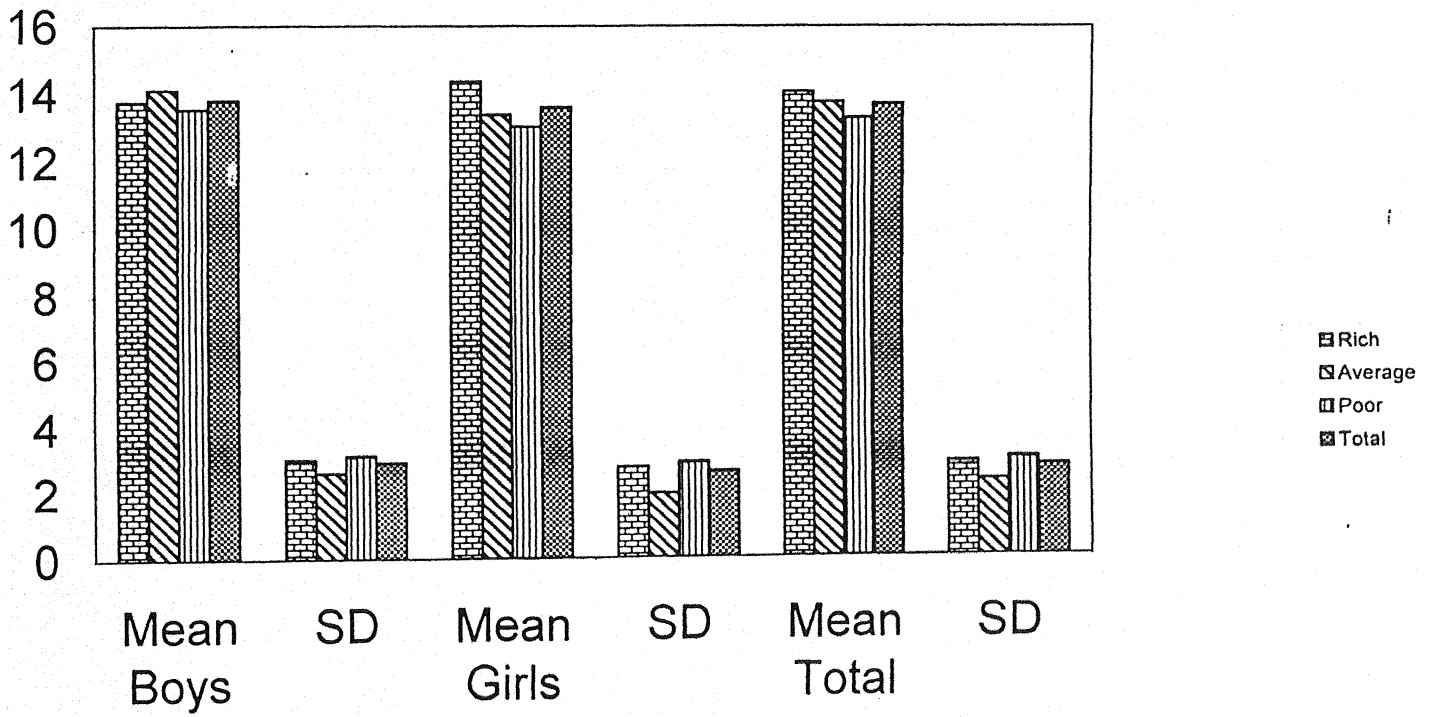


Fig. - G-16

Table no. 11 (b) shows the Mean and SD value of self-concept as intellectual and school status of different types of nutritional status boys and girls. Result shows that Rich nutritional girls have high intellectual and school status (mean 14.38) than Rich nutritional status boys (mean 13.76). But Average nutritional status boys have high intellectual and school status (mean 14.12) than average nutritional status girls (mean 13.40).Poor nutritional status boys also have high intellectual and school status (mean 13.56) than Poor nutritional status girls (mean 13.04).

All of these results it is declared that Rich nutritional status subjects have high intellectual and school status (mean 14.07) than Average nutritional status (mean 13.76) and Poor nutritional status (mean 13.30). And boys have high intellectual and school status (mean 13.81) than girls (13.61).

Table No. 11 (b.1)

Self Concept as Intellectual and School status	Sum of Square	df	Mean Squares	FRatio
A. Boys & Girls	3.20	1	3.20	0.43
B. Rich, Average & Poor	30.02	2	15.01	2.01
A x B interactions	26.13	2	13.06	1.75
Within cell	2194.42	294	7.46	
Total	2253.77	299	d.f. 1 & 294, 0.05=3.87*	
			0.01=6.72**	
			d.f. 2 & 294, 0.05=3.03*	
			0.01=4.68**	

Effect of types of nutritional status Boys and Girls on self-concept as Intellectual and School status

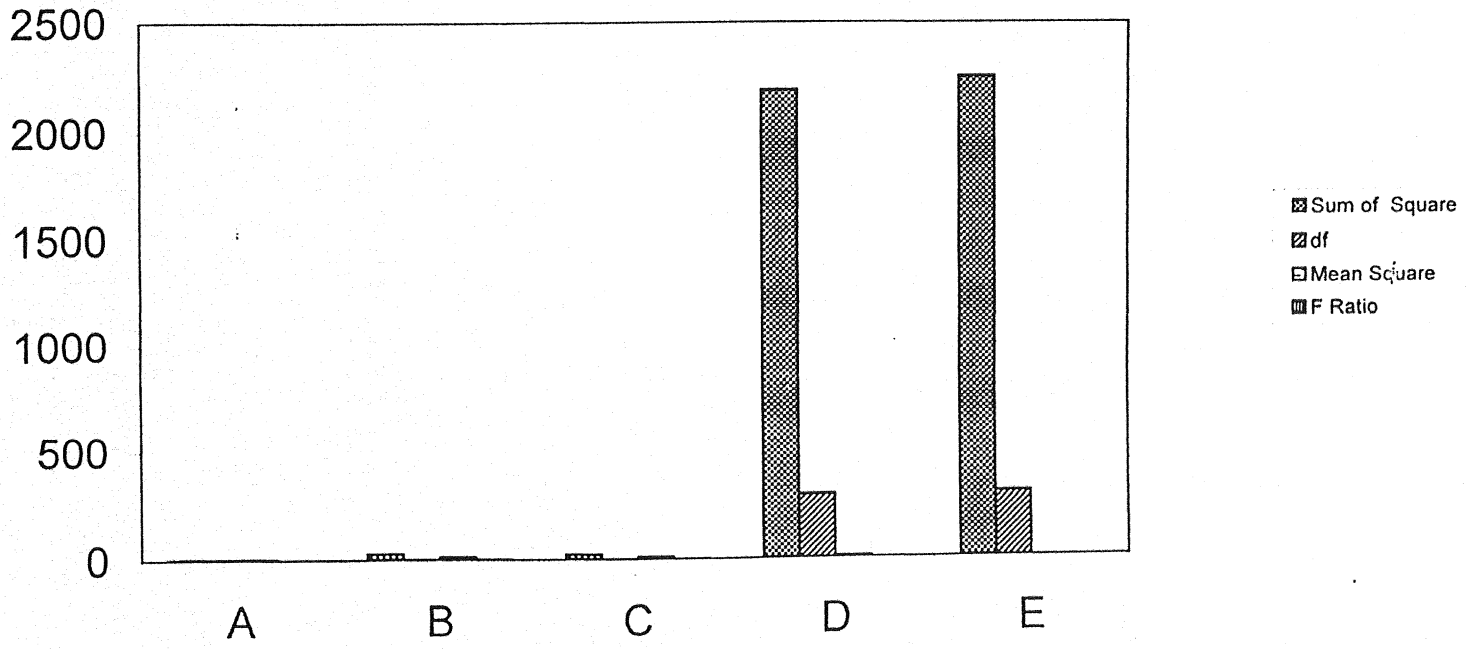


Fig. - G-17

In this section an attempt has been made to find out the effect of types of nutritional status (Rich, Average and Poor) and gender (Boys and Girls) on self-concept as behaviour. 2x3 factorial design was used and an analysis of variance was calculated. The results are given in table no. 11 (b) .1

It is evident from table no. 11.(b) 1 that gender (boys and girls) have no significantly effect on self-concept as intellectual and school status. Types of nutritional status (Rich, Average and Poor) have no significant effect on self-concept as intellectual and school status. Interaction between gender and types of nutritional status has no significant effect on self-concept as intellectual and school status. Thus the hypothesis (11 - b) stating that "There is no significant effect of Different Nutritional Status (Upper/Rich, Average/ middle, Lower/Poor) Boys and Girls on self-concept as intellectual and school status" is accepted.

To study the effect of Different Nutritional Status (Upper/Rich, Average/middle, Lower/Poor) Boys and Girls on Self-Concept as Physical Appearance & Attributes

Showing Mean and SD of self-concept as physical appearance & attributes among different types nutritional status (Rich, Average, Poor) boys and girls.

Table No. 11 (c)

Self Concept as Physical Appearance and Attributes		Type of nutrition			Total
		Rich	Average	Poor	
	N	**50**	**50**	**50**	**150**
	Boys Mean	9.96	9.68	9.72	9.79
	SD	1.69	1.89	2.29	1.96
Gender	N	**50**	**50**	**50**	**150**
	Girls Mean	9.10	8.14	8.82	8.69
	SD	2.31	1.69	2.50	2.22
	N	**100**	**100**	**100**	**300**
Total	Mean	9.53	8.91	9.27	9.24
	SD	2.06	1.94	2.43	2.16

Mean and SD of Different Nutritional Status Boys and Girls on Self-Concept as Physical Appearance & Attributes

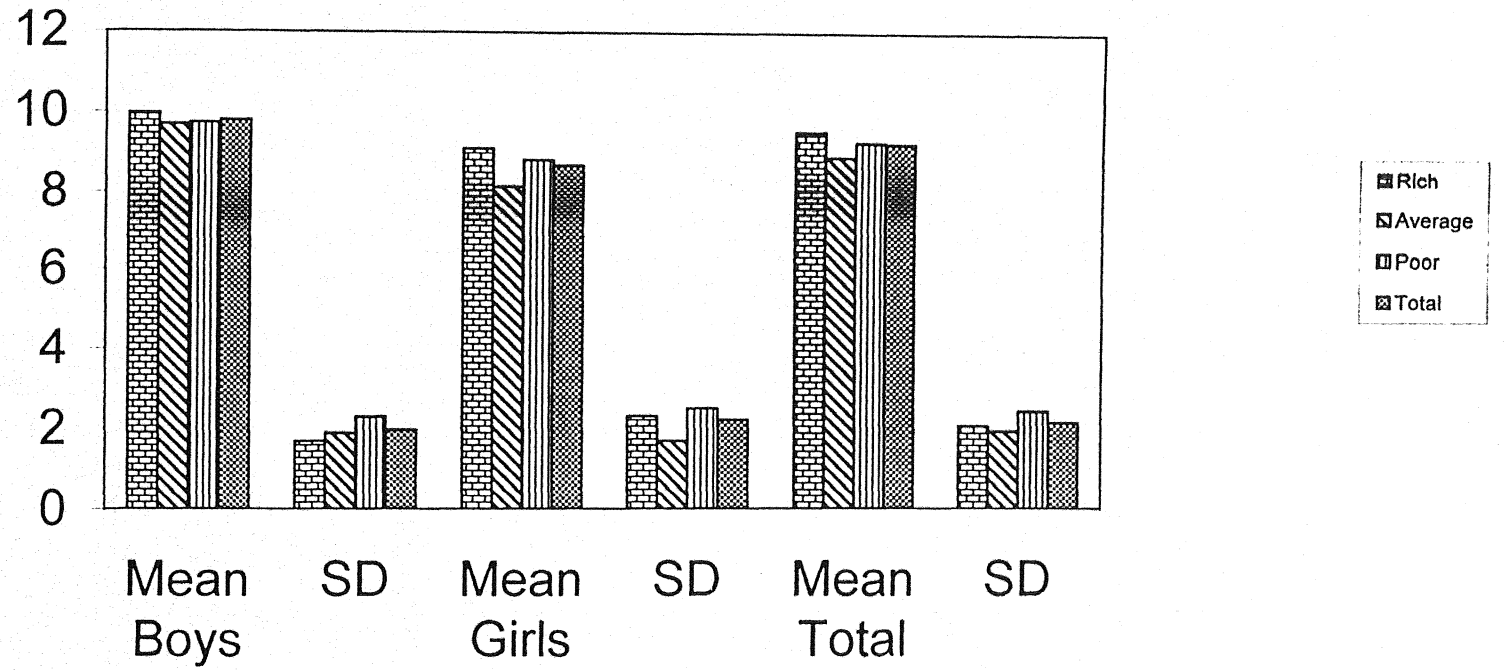


Fig. - G-18

Result of table no. 11(c) shows that Rich nutritional status boys have high physical appearance & attributes (mean 9.96) than Rich nutritional status girls (mean 9.10). Average nutritional status boys also have high physical appearance & attributes (mean 9.68) than average nutritional status girls. Also Poor nutritional status boys have high physical appearance & attributes (mean 9.72) than Poor nutritional status girls (mean 8.82). It is appeared from table no. 11(c) that Poor nutritional status girls have high physical appearance and attributes (mean 2.50) than rich nutritional status girls (mean 2.31) and average nutritional status girls (mean 1.69). All of the result of table no. 11(b) shows that boys have high physical appearance & attributes (mean 9.79) than girls (8.69). And Rich nutritional status subjects have high value of physical appearance & attributes (mean 9.53) than Poor nutritional status subjects (mean 9.27) and average nutritional status subjects (mean 8.14).

In this section an attempt has been made to find out the effect of types of nutritional status (Rich, Average and Poor) and gender (Boys and Girls) on self-concept as physical appearance & attributes. 2x3 factorial design was used and an analysis of variance was calculated.

Table No. 11 (c.1)

Self Concept as Physical Appearance and Attributes	Sum of Square	df	Mean Squares	FRatio
A. Boys & Girls	90.75	1	90.75	20.83**
B. Rich, Average & Poor	19.39	2	9.69	2.23
A x B interactions	7.28	2	3.64	0.84
Within cell	1280.78	294	4.36	
Total	1398.20	299	d.f. 1 & 294, 0.05=3.87* 0.01=6.72** d.f. 2 & 294, 0.05=3.03* 0.01=4.68**	

It is evident from table no. 11.(c) 1 that gender (boys and girls) have significantly effect on self-concept as physical appearance & attributes at .01 level (f ratio found 20.83). Types of nutritional status (Rich, Average and Poor) have no significant effect on self-concept as physical appearance & attributes. Interaction between gender and types of nutritional status has no significant effect on self-concept as physical appearance & attributes status. Thus the hypothesis (11 - c) stating that "There is no significant effect of Different Nutritional Status (Upper/Rich, Average/middle, Lower/Poor) Boys and Girls on self-concept as physical appearance & attributes" is accepted.

Effect of types of nutritional status Boys and Girls on self-concept as Physical Appearance & Attributes

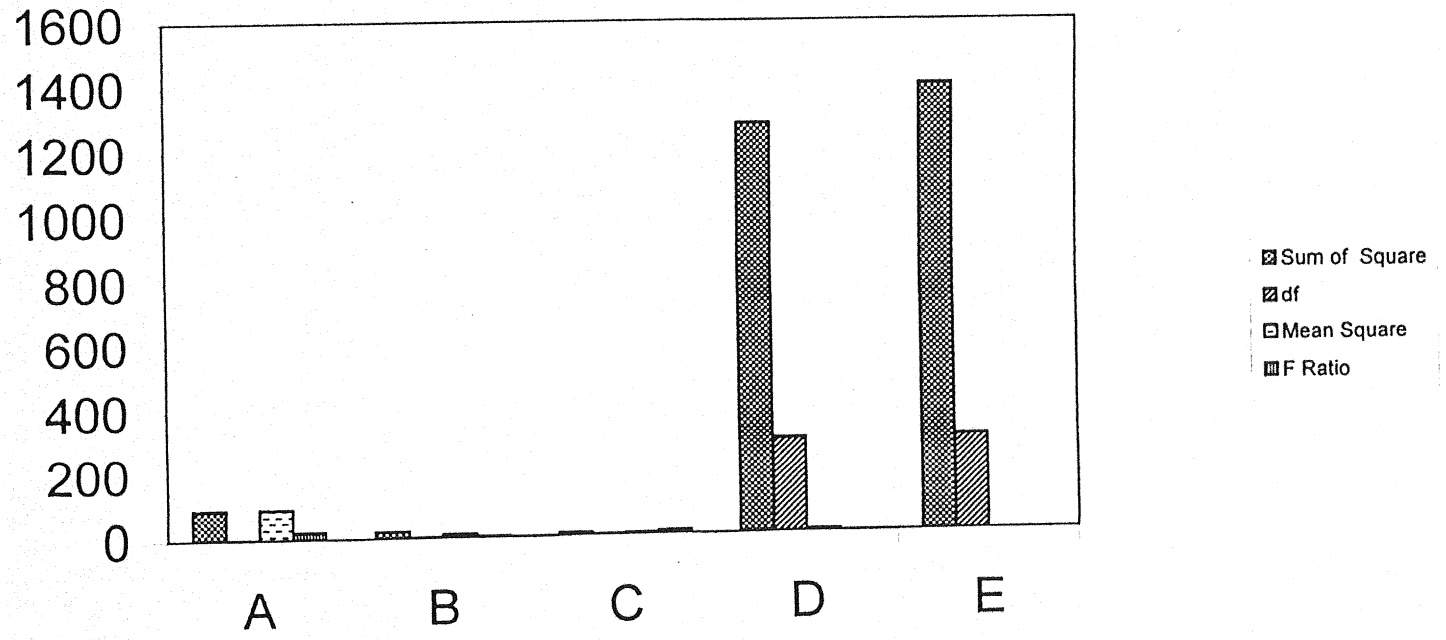


Fig. - G-19

To study the effect of Different Nutritional Status (Upper/Rich, Average/Middle, Lower/Poor) Boys and Girls on Self-concept as Anxiety

Table no. 11 (d) shows Mean and SD of self-concept as anxiety among different types nutritional status (Rich, Average, Poor) boys and girls.

Table No. 11 (d)

Self Concept as Anxiety		Type of nutrition Rich	Average	Poor	Total
	N	**50**	**50**	**50**	**150**
Boys	Mean	9.70	9.66	9.36	9.57
	SD	1.80	1.89	1.80	1.83
Gender	**N**	**50**	**50**	**50**	**150**
Girls	Mean	9.02	7.70	8.38	8.37
	SD	3.06	1.91	2.23	2.49
	N	**100**	**100**	**100**	**300**
Total	Mean	9.36	8.68	8.87	8.97
	SD	2.52	2.13	2.08	2.26

Mean and SD of Different Nutritional Status Boys and Girls on Self-Concept as Anxiety

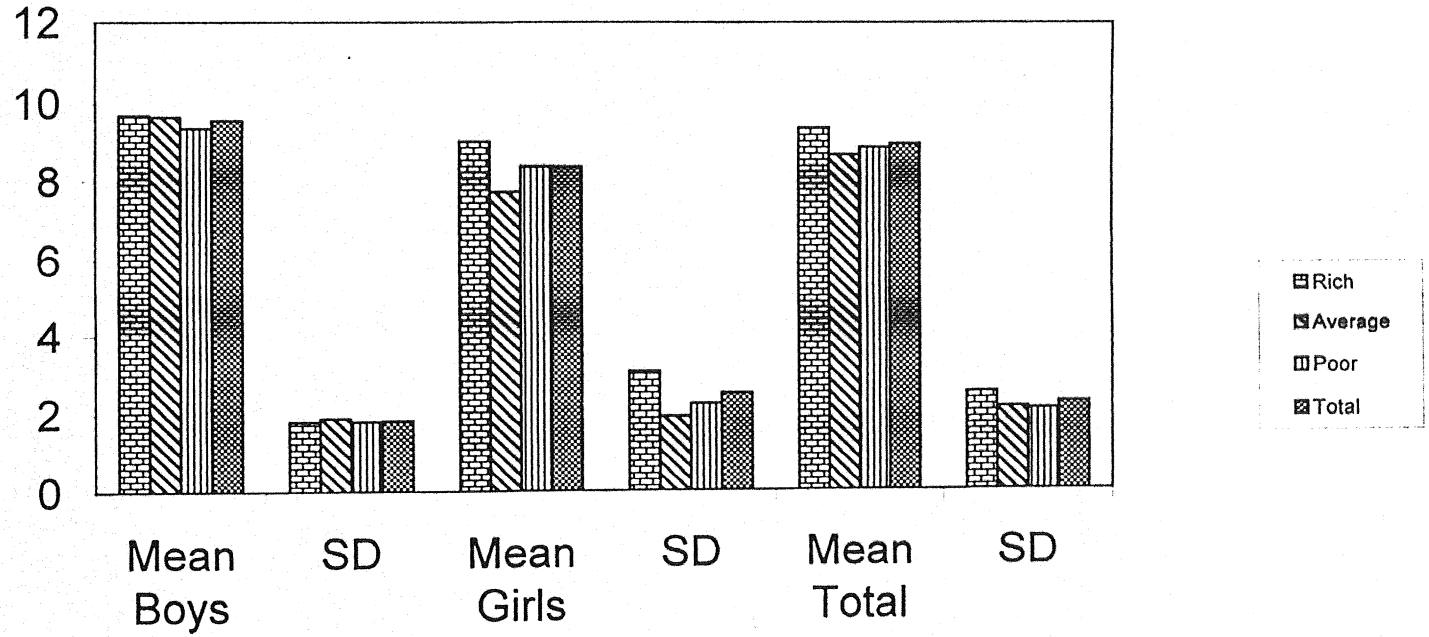


Fig. - G-20

Results of table no. 11 (d) show that rich nutritional status boys have high anxiety (mean 9.70) than rich nutritional girls (mean 9.02). Average nutritional status boys also have very high anxiety (mean 9.66) than average nutritional status girls (mean 7.70). Poor nutritional status boys also have high anxiety (mean 9.57) than Poor nutritional status girls (mean 8.38). Result shows that Rich nutritional status girls have high anxiety (mean 9.02) than Poor nutritional status girls (mean 8.38) and average nutritional status girls (mean 7.70). In all it is appeared from results that rich nutritional status subjects have high anxiety (mean 9.36) than Poor nutritional status subjects (mean 8.87) and average nutritional status subjects (mean 8.68). Results reveal that boys have high anxiety (mean 9.57) than girls (mean 8.37).

Table No. 11 (d.1)

Self Concept as Anxiety	Sum of Square	df	Mean Squares	FRatio
A. Boys & Girls	109.20	1	109.20	23.36**
B. Rich, Average & Poor	24.62	2	12.31	2.63
A x B interactions	22.41	2	11.20	2.40
Within cell	1374.50	294	4.68	
Total	1530.73	299	d.f. 1 & 294, 0.05=3.87*	
			0.01=6.72**	
			d.f. 2 & 294, 0.05=3.03*	
			0.01=4.68**	

Effect of types of Nutritional status Boys and Girls on self-concept as Anxiety

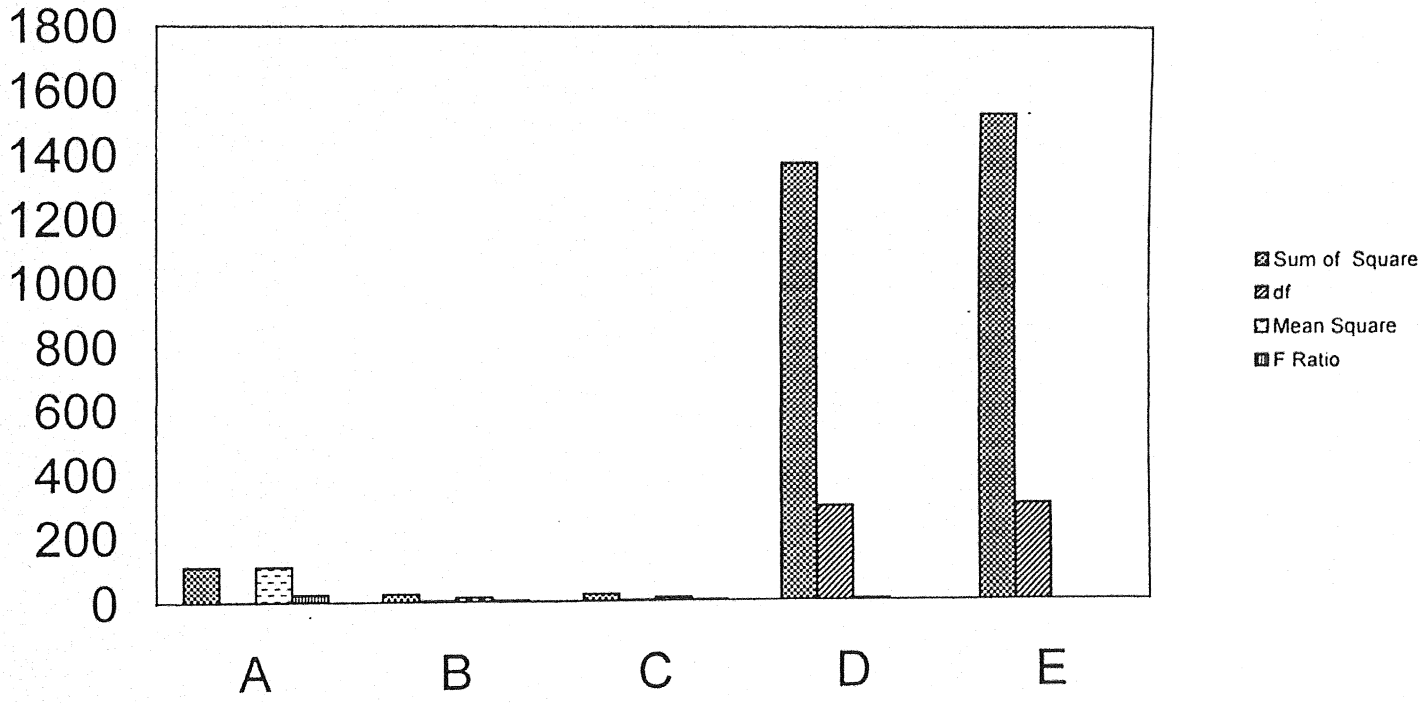


Fig. - G-21

In this section an attempt has been made to find out the effect of types of nutritional status (Rich, Average and Poor) and gender (Boys and Girls) on self-concept as anxiety. 2x3 factorial design was used and an analysis of variance was calculated

It is evident from table no. 11.(d) 1 that gender (boys and girls) have significantly effect on self-concept as anxiety at .01 level (f ratio found 23.36). Types of nutritional status (Rich, Average and Poor) have no significant effect on self-concept as anxiety. Interaction between gender and types of nutritional status has no significant effect on self-concept as anxiety. Thus the hypothesis (11 - d) stating that "There is no significant effect of Different Nutritional Status (Upper/Rich, Average/middle, Lower/Poor) Boys and Girls on self-concept as anxiety" is accepted.

To study the effect of Different Nutritional Status (Upper/Rich, Average/Middle, Lower/Poor) Boys and Girls on Self-Concept as Popularity

Table no. 11 (e) shows Mean and SD of self-concept as popularity among different types nutritional status (Rich, Average, Poor) boys and girls. Results of table no. 11 (e) shows that average nutritional status boys have high popularity (mean 9.46) than rich nutritional status boys (mean 9.08) and Poor nutritional status boys (mean 8.84). But Poor nutritional status girls have high popularity (mean 9.10) than average nutritional status girls (mean 8.60) and rich nutritional status girls (mean 8.40).

Table No. 11 (e)

Self Concept as Popularity		Type of nutrition Rich	Average	Poor	Total
	N	**50**	**50**	**50**	**150**
Boys	Mean	9.08	9.46	8.84	9.13
	SD	1.61	1.79	1.69	1.71
Gender	**N**	**50**	**50**	**50**	**150**
Girls	Mean	8.40	8.60	9.10	8.70
	SD	1.78	1.69	1.82	1.78
	N	**100**	**100**	**100**	**300**
Total	Mean	8.74	9.03	8.97	8.91
	SD	1.73	1.78	1.75	1.75

Mean and SD of Different Nutritional Status Boys and Girls on Self-Concept as Popularity

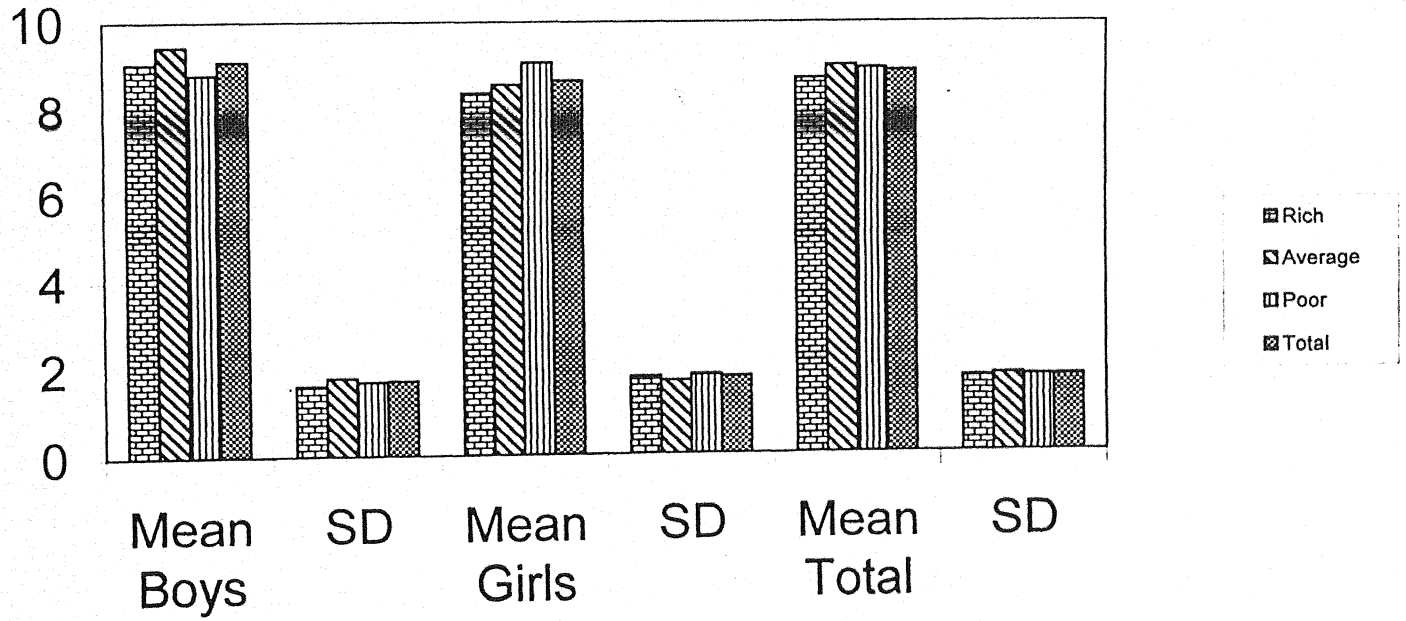


Fig. - G-22

Rich nutritional status boys have high popularity (mean 9.08) than rich nutritional status girls (mean 8.40). Also average nutritional status boys have high popularity (mean 9.46) than average nutritional status girls (mean 8.60). But Poor nutritional status girls have high popularity (mean 9.10) than Poor nutritional status boys (mean 8.84).

In all result shows that Boys have high popularity (mean 9.13) than girls (mean 8.70) . And average nutritional status subjects have high popularity (mean 9.03) than Poor nutritional status subjects (mean 8.97) and rich nutritional status subjects (mean 8.74).

In this section an attempt has been made to find out the effect of types of nutritional status (Rich, Average and Poor) and gender (Boys and Girls) on self-concept as Popularity. 2x3 factorial design was used and an analysis of variance was calculated

Table No. 11 (e.1)

Self Concept as Popularity	Sum of Square	df	Mean Squares	FRatio
A. Boys & Girls	13.65	1	13.65	4.54*
B. Rich, Average				
& Poor	4.69	2	2.34	0.78
A x B interactions	18.09	2	9.04	3.01
Within cell	883.32	294	3.00	
Total	919.75	299	d.f. 1 & 294, 0.05=3.87*	
			0.01=6.72**	
			d.f. 2 & 294, 0.05=3.03*	
			0.01=4.68**	

It is evident from table no. 11.(e). 1 that gender (boys and girls) have significantly effect on self-concept as popularity at .05 level (f ratio found 4.54). Types of nutritional status (Rich, Average and Poor) have no significant effect on self-concept as popularity. Interaction between gender and types of nutritional status has no significant effect on self-concept as popularity. Thus the hypothesis (11 - e) stating that "There is no significant effect of Different Nutritional Status (Upper/Rich, Average/middle, Lower/Poor) Boys and Girls on self-concept as popularity" is accepted.

Effect of types of Nutritional status Boys and Girls on self-concept as Popularity

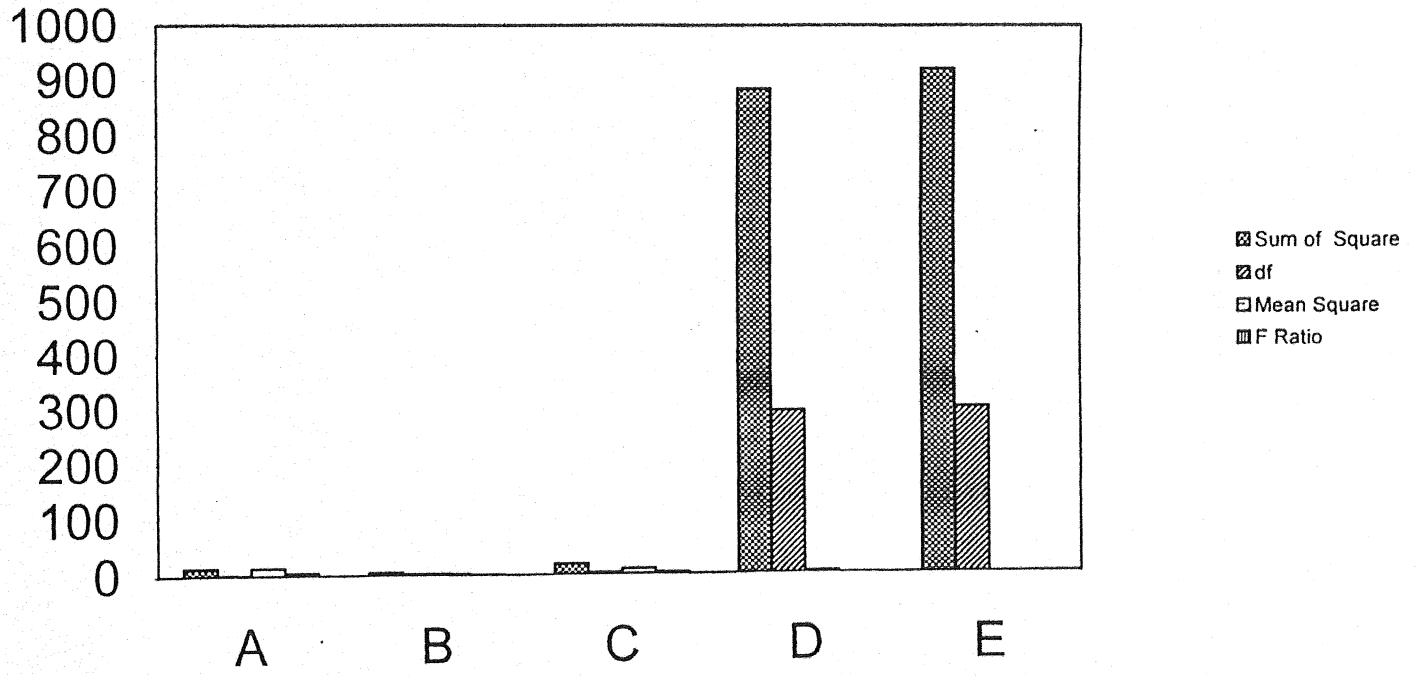


Fig. - G-23

To study the effect of Different Nutritional Status (Upper/Rich, Average/middle, Lower/Poor) Boys and Girls on Self-Concept as Happiness & Satisfaction

Table no. 11 (f) shows Mean and SD of self-concept as happiness & satisfaction among different types nutritional status (Rich, Average, Poor) boys and girls.

Table No. 11 (f)

Self-Concept as Happiness & Satisfaction		Type of nutrition Rich	Average	Poor	Total
	N	**50**	**50**	**50**	**150**
	Boys Mean	5.86	5.62	5.64	5.71
	SD	1.11	1.28	1.50	1.30
Gender	**N**	**50**	**50**	**50**	**150**
	Girls Mean	5.48	5.76	5.80	5.68
	SD	1.22	1.19	1.01	1.14
	N	**100**	**100**	**100**	**300**
Total	Mean	5.67	5.69	5.72	5.69
	SD	1.17	1.23	1.27	1.22

Mean and SD of Different Nutritional Status Boys and Girls on Self-Concept as Happiness & Satisfaction

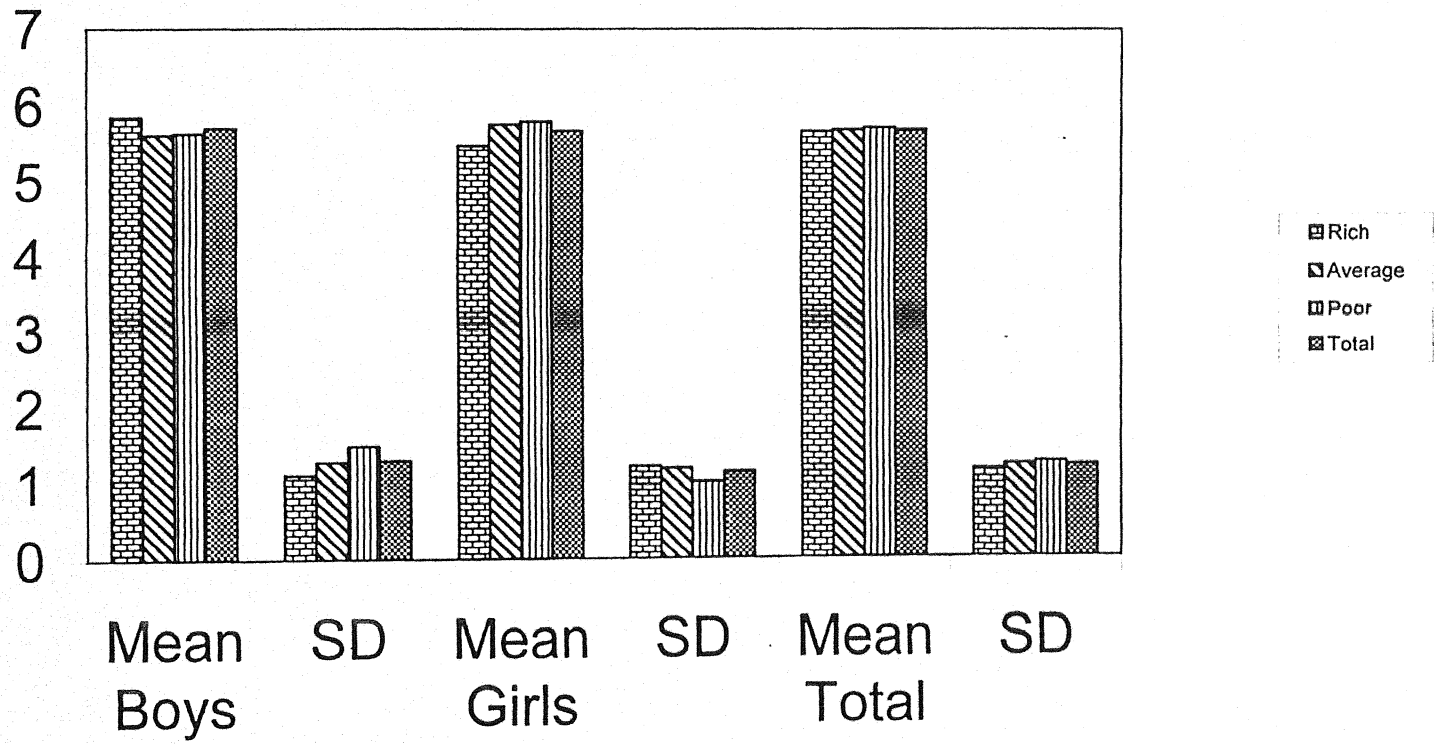


Fig. - G-24

Result shows that Rich nutritional status boys have high happiness & satisfaction (mean 5.86) than Poor nutritional status boys (mean 5.64) and average nutritional status boys (mean 5.62). But Poor nutritional status girls have high happiness & satisfaction (mean 5.80) than average nutritional status girls (mean 5.76) and rich nutritional status girls (mean 5.48). It is reveal form table no. 11 (f) that Rich nutritional status boys have high happiness & satisfaction (mean 5.86) than rich nutritional status girls. But Average nutritional status girls have high happiness and satisfaction (mean 5.76) than average nutritional status boys (mean 5.62). Also Poor nutritional status girls have high happiness & satisfaction (mean 5.80) than Poor nutritional status boys (mean 5.64).

In all it is find out from table no. 11(f) that boys have high happiness & satisfaction (mean 5.71) than girls (mean 5.68). And all types of nutritional status subjects have no much more difference in happiness and satisfaction (mean rich 5.67, mean average 5.69 and mean Poor 5.72).

In this section an attempt has been made to find out the effect of types of nutritional status (Rich, Average and Poor) and gender (Boys and Girls) on self-concept as Happiness & satisfaction. 2x3 factorial design was used and an analysis of variance was calculated

Table No. 11 (f.1)

Self-Concept as Happiness and Satisfaction	Sum of Square	df	Mean Squares	FRatio
A. Boys & Girls	0.05	1	0.05	0.04
B. Rich, Average				
& Poor	0.13	2	0.06	0.04
A x B interactions	4.69	2	2.34	1.56
Within cell	440.92	294	1.50	
Total	445.79	299	d.f. 1 & 294, 0.05=3.87*	
			0.01=6.72**	
			d.f. 2 & 294, 0.05=3.03*	
			0.01=4.68**	

It is evident from table no. 11.(f) 1 that gender (boys and girls) have no significantly effect on self-concept as happiness & satisfaction. Types of nutritional status (Rich, Average and Poor) have no significant effect on self-concept as happiness & satisfaction. Interaction between gender and types of nutritional status has no significant effect on self-concept as happiness & satisfaction. Thus the hypothesis (11 - f) stating that "There is no significant effect of Different Nutritional Status (Upper/Rich, Average/middle, Lower/Poor) Boys and Girls on self-concept as happiness & satisfaction" is accepted.

Effect of types of Ntritional status Boys and Girls on self-concept as Happiness & Satisfaction

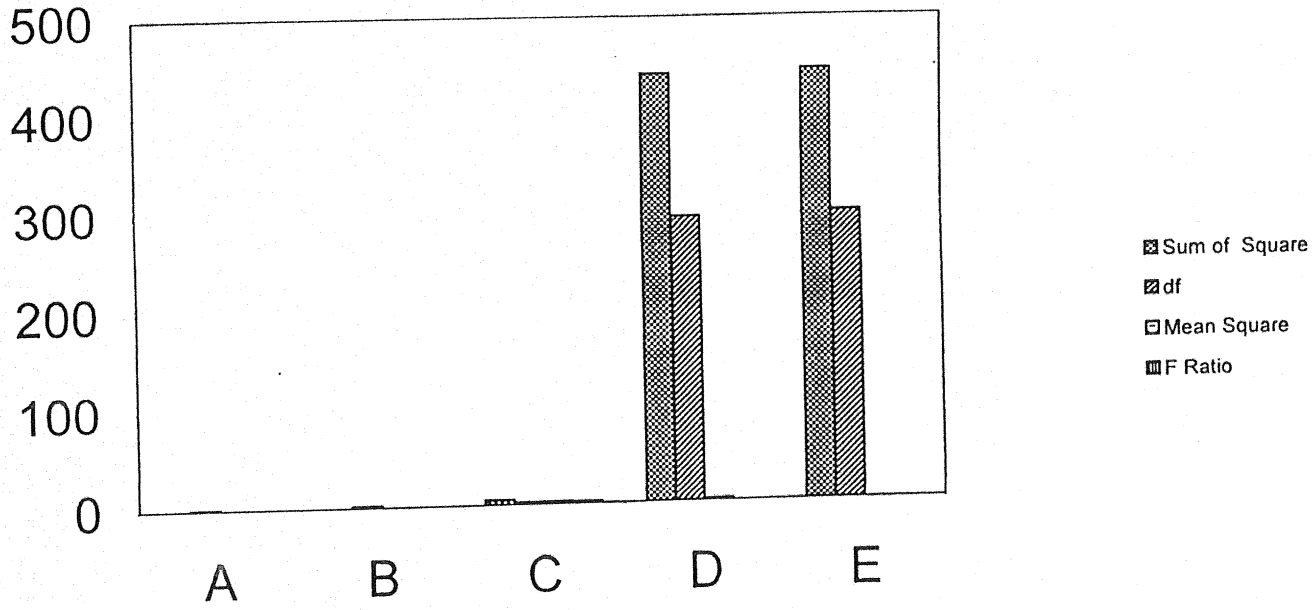


Fig. - G-25

Part F

Overall study the effect of Different type of Nutritional status (Rich, Average and Poor) and Gender (Boys & Girls) on Personality

To study the effect of Different Nutritional Status (Upper/Rich, Average/Middle, Lower/Poor) Boys and Girls on Personality

Table no. 12 shows Mean and SD of personality among different types nutritional status (Rich, Average, Poor) boys and girls.

Table No. 12

Personality		Type of nutrition			Total
		Rich	Average	Poor	
	N	**50**	**50**	**50**	**150**
Boys	Mean	268.90	261.16	268.12	266.06
	SD	14.08	14.65	17.03	15.60
Gender	N	**50**	**50**	**50**	**150**
Girls	Mean	274.00	272.76	269.46	272.07
	SD	14.64	17.84	15.58	16.08
	N	**100**	**100**	**100**	**300**
Total	Mean	271.45	266.96	268.79	269.07
	SD	14.52	17.25	16.25	16.10

Mean and SD of Different Nutritional Status Boys and Girls on Personality

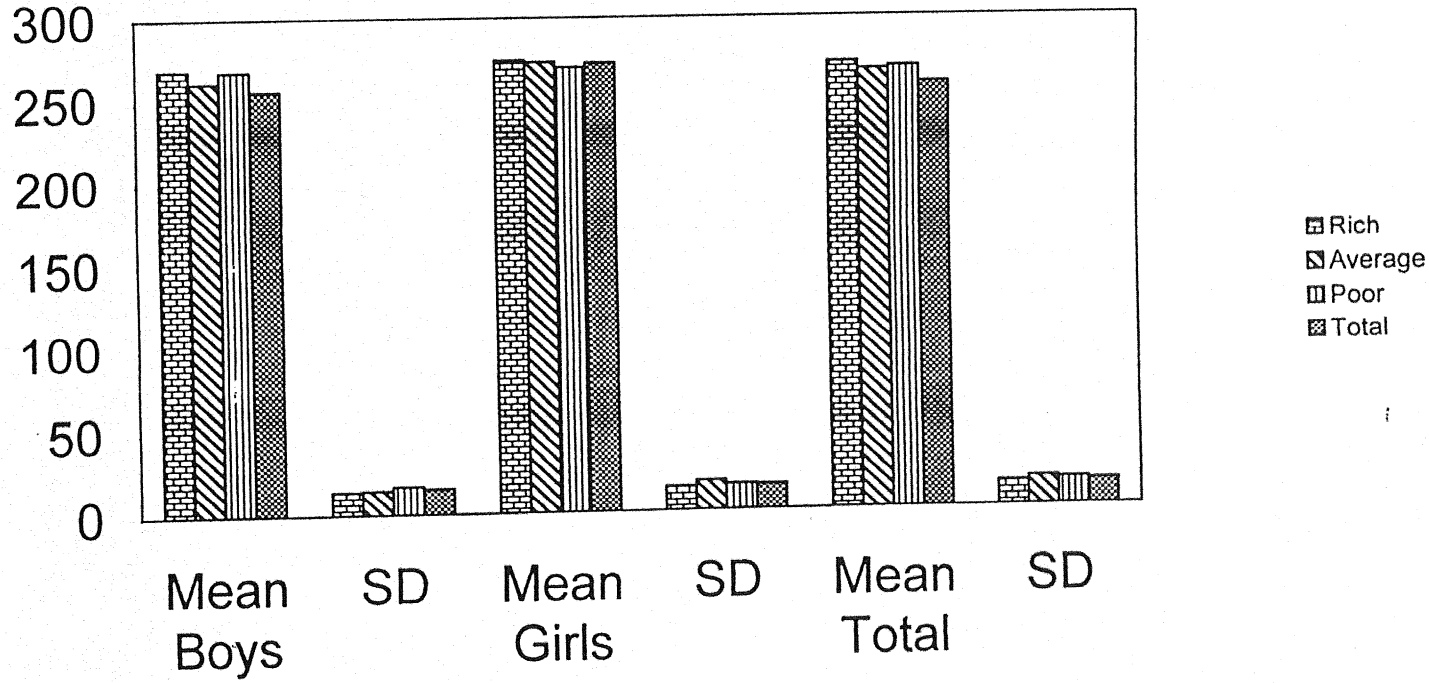


Fig. - G-26

Result of table no.12 shows that Rich nutritional status boys have good personality (mean 268.90) than Poor nutritional status boys (mean 268.12) and average nutritional status boys (mean 261.16). Rich nutritional status girls have good personality (mean 274.00) than Average nutritional status girls (mean 272.76) and Poor nutritional status girls (mean 269.46). It is shown from table no. 12 that Rich nutritional status girls have good personality (mean 274.00) than rich nutritional status boys (mean 268.90). Average nutritional status girls have good personality (mean 272.76) than average nutritional status boys (mean 261.16). Poor nutritional status girls also have good personality (mean 269.46) than Poor nutritional status boys (mean 268.12).

All of the above result it is find out that Girls have good personality (mean 272.07) than boys (mean 266.06) and Rich nutritional status subjects have good personality (mean 271.45) than Poor nutritional status subjects (mean 268.79) and average nutritional status subjects (mean 266.96).

Table No. 12.1

Personality	Sum of Square	df	Mean Squares	FRatio
A. Boys & Girls	2712.01	1	2712.01	11.01**
B. Rich, Average & Poor	1019.49	2	509.74	2.07
A x B interactions	1347.13	2	673.56	2.73
Within cell	72426.04	294	246.35	
Total	77504.67	299	d.f. 1 & 294, 0.05=3.87* 0.01=6.72** d.f. 2 & 294, 0.05=3.03* 0.01=4.68**	

In this section an attempt has been made to find out the effect of types of nutritional status (Rich, Average and Poor) and gender (Boys and Girls) on personality. 2x3 factorial design was used and an analysis of variance was calculated. It is evident from table no. 12. 1 that gender (boys and girls) have significantly effect on Personality at .01 level (f ratio found 11.01). Types of nutritional status (Rich, Average and Poor) have no significant effect on personality. Interaction between gender and types of nutritional status has no significant effect on personality. Thus the hypothesis (12) stating that "There is no significant effect of Different Nutritional Status (Upper/Rich, Average/ middle, Lower/Poor) Boys and Girls on personality" is accepted.

Effect of types of Ntritional status Boys and Girls on Personality

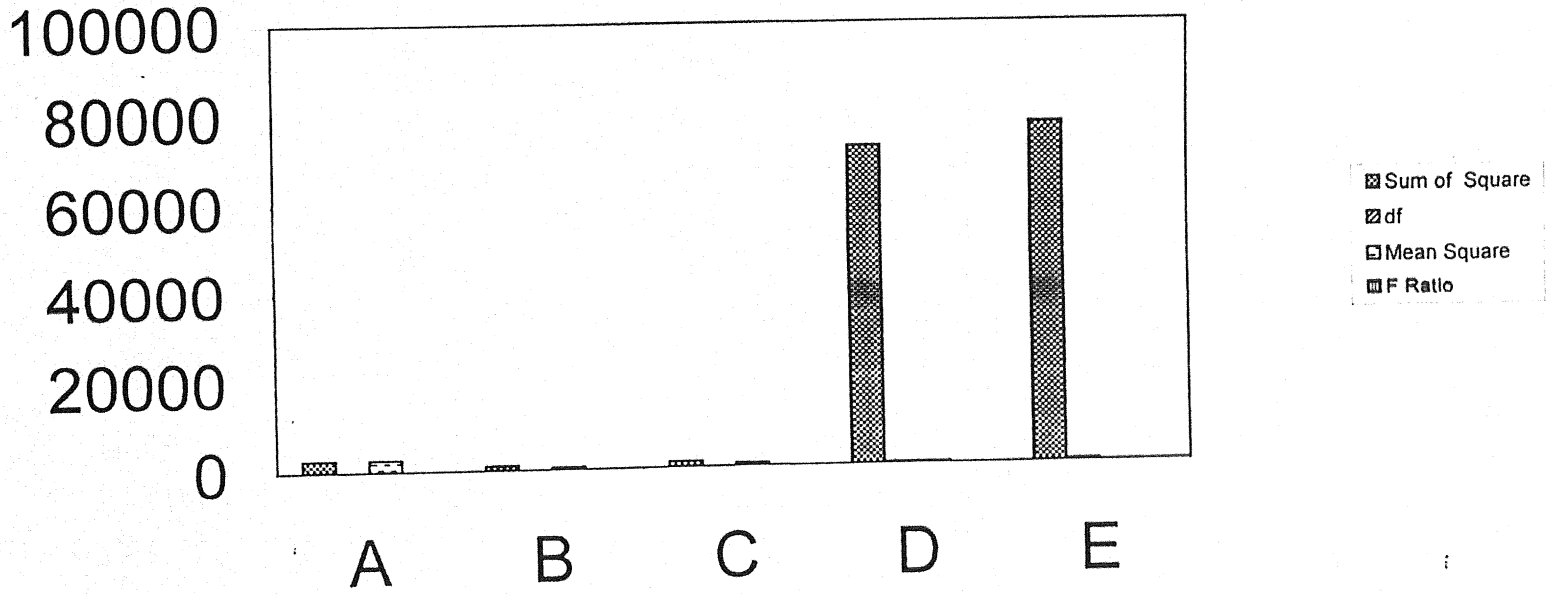


Fig. - G-27

To study the effect of Different Nutritional Status (Upper/Rich, Average/middle, Lower/Poor) Boys and Girls on Personality as Extroversion & Introversion

Table no. 12(a) shows Mean and SD of personality as extroversion & introversion among different types nutritional status (Rich, Average, Poor) boys and girls.

Table No. 12 (a)

Personality as Extroversion & Introversion		Type of nutrition Rich	Average	Poor	Total
	N	**50**	**50**	**50**	**150**
Boys	Mean	44.12	43.68	43.56	43.79
	SD	3.82	4.82	5.37	4.69
Gender	**N**	**50**	**50**	**50**	**150**
Girls	Mean	45.00	45.70	44.16	44.95
	SD	5.09	4.89	5.78	5.27
	N	**100**	**100**	**100**	**300**
Total	Mean	44.56	44.69	43.86	44.37
	SD	4.50	4.94	5.56	5.01

Mean and SD of Different Nutritional Status Boys and Girls on Personality as Extroversion & Introversion

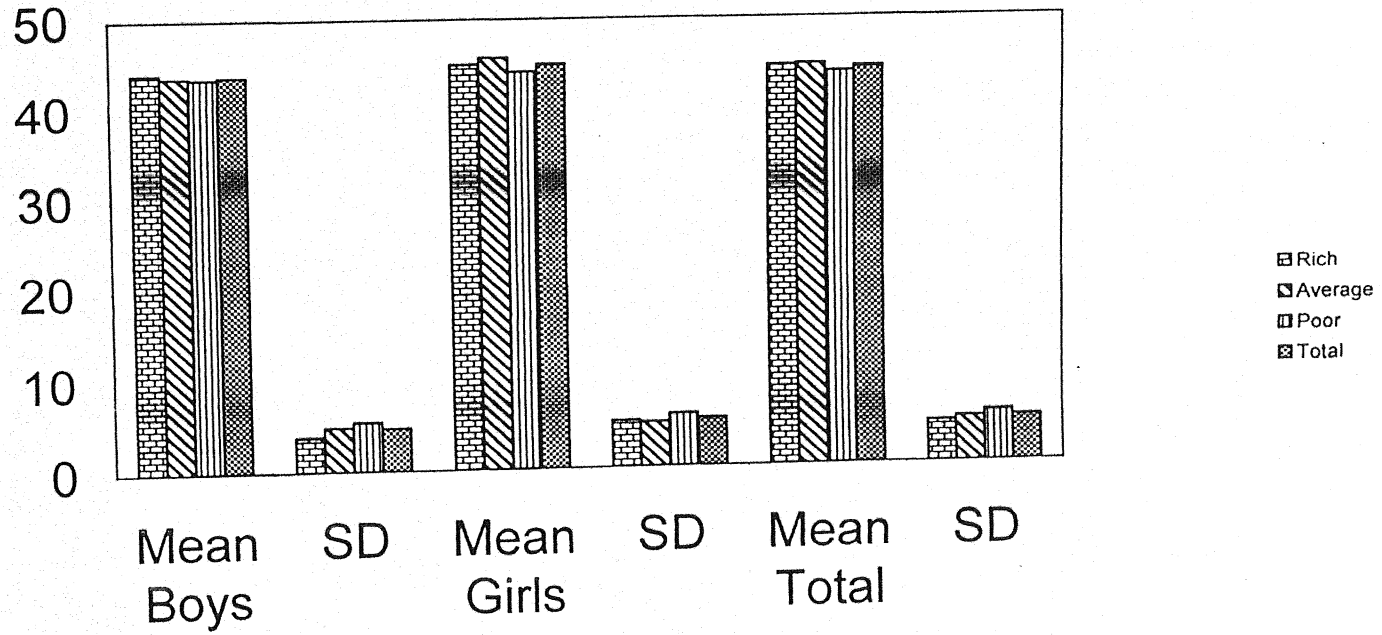


Fig. - G-28

Results of table no. 12 (a) show that rich nutritional status boys have high extraversion & introversion quality (mean 44.12) than average nutritional status boys (mean 43.68) and Poor nutritional status boys (mean 43.56). But average nutritional status girls have high extroversion & introversion quality (mean 45.70) than rich nutritional status girls (mean 45.00) and Poor nutritional status girls (mean 44.16). Results show that rich nutritional status girls have high extroversion & introversion quality (mean 45.00) than rich nutritional status boys (mean 44.12). Average nutritional status girls also have high extroversion & introversion quality (mean 45.70) than average nutritional status boys (mean 43.68). And Poor nutritional status girls also have high extroversion & introversion quality (mean 44.16) than Poor nutritional status boys (43.56).

All total result shows that average nutritional status subjects have high extroversion & introversion quality (mean 44.69) than rich nutritional status subjects (mean 44.56) and Poor nutritional status subjects (mean 43.86). And girls have high extroversion & introversion quality (mean 44.95) than boys (mean 43.79).

In this section an attempt has been made to find out the effect of types of nutritional status (Rich, Average and Poor) and gender (Boys and Girls) on personality as extroversion & introversion. 2x3 factorial design was used and an analysis of variance was calculated

Table no. 12 (a.1)

Personality as Extroversion & Introversion	Sum of Square	df	Mean Squares	FRatio
A. Boys & Girls	102.08	1	102.08	4.09*
B. Rich, Average & Poor	39.86	2	19.93	0.80
A x B interactions	28.29	2	14.14	0.57
Within cell	7345.70	294	24.99	
Total	7515.93	299	d.f. 1 & 294, 0.05=3.87*	
			0.01=6.72**	
			d.f. 2 & 294, 0.05=3.03*	
			0.01=4.68**	

It is evident from table no. 12. (a) 1 that gender (boys and girls) have significantly effect on Personality as extroversion & introversion at .05 level (f ratio found 4.09). Types of nutritional status (Rich, Average and Poor) have no significant effect on personality as extroversion & introversion (f ratio found 0.80). Interaction between gender and types of nutritional status has no significant effect on personality as extroversion & introversion (f ratio found 0.57). Thus the hypothesis 12 (a) stating that "There is no significant effect of Different Nutritional Status (Upper/Rich, Average/middle, Lower/Poor) Boys and Girls on personality as extroversion & introversion" is accepted.

Effect of types of Nutritional status Boys and Girls on Personality as Extroversion & Introversion

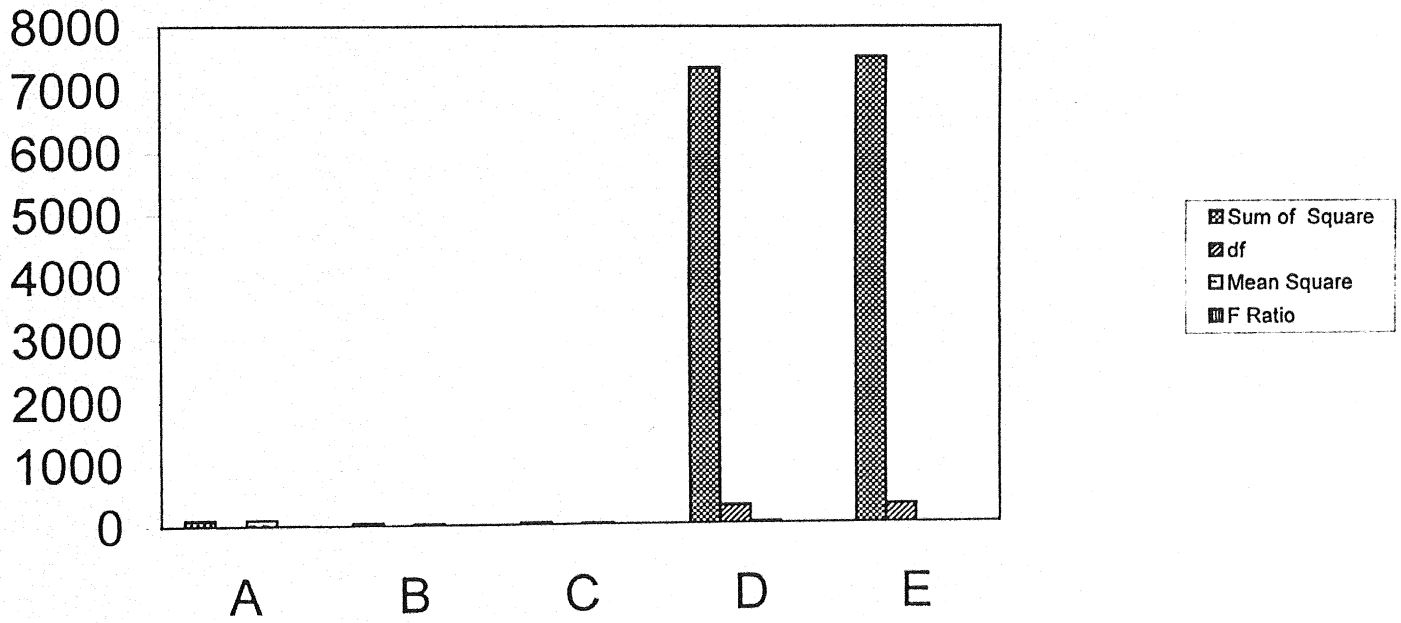


Fig. - G-29

To study the effect of Different Nutritional Status (Upper/Rich, Average/Middle, Lower/Poor) Boys and Girls on Personality as self-concept

Table no. 12 (b) shows Mean and SD of personality as self-concept among different types nutritional status (Rich, Average, Poor) boys and girls.

Results of table no. 12 (b) show that rich nutritional status boys have high self-concept (mean 4.5.66) than Poor nutritional status boys (mean 45.02) and average nutritional status boys (mean 43.58). But Poor nutritional status girls have high self-concept (mean 48.84) than average nutritional status girls (mean 47.16) and rich nutritional status girls (mean 46.54). It is reveal from table no. 12(a) that Rich nutritional status girls have high self-concept (mean 46.54) than rich nutritional status boys (mean 45.66). Average nutritional status girls have high self-concept (mean 47.16) than average nutritional status boys (mean 43.58).Also Poor nutritional status girls have high self-concept (mean 48.84) than Poor nutritional status boys (mean 45.02).

Table No. 12 (b)

Personality as Self-Concept		Type of nutrition			Total
		Rich	Average	Poor	
	N	**50**	**50**	**50**	**150**
	Boys Mean	45.66	43.58	45.02	44.75
	SD	4.49	5.89	5.25	5.28
Gender	**N**	**50**	**50**	**50**	**150**
	Girls Mean	46.54	47.16	48.84	47.51
	SD	5.72	5.87	6.26	5.99
	N	**100**	**100**	**100**	**300**
Total	Mean	46.10	45.37	46.93	46.13
	SD	5.13	6.12	6.06	5.80

It is found from table no. 12 (b) results that girls have high self-concept (mean 47.51) than boys (mean 44.75). And Average nutritional status have high self-concept (mean 46.93) than rich nutritional status subjects (mean 46.10) and average nutritional status subjects (mean 45.37).

Mean and SD of Different Nutritional Status Boys and Girls on Personality as self-concept

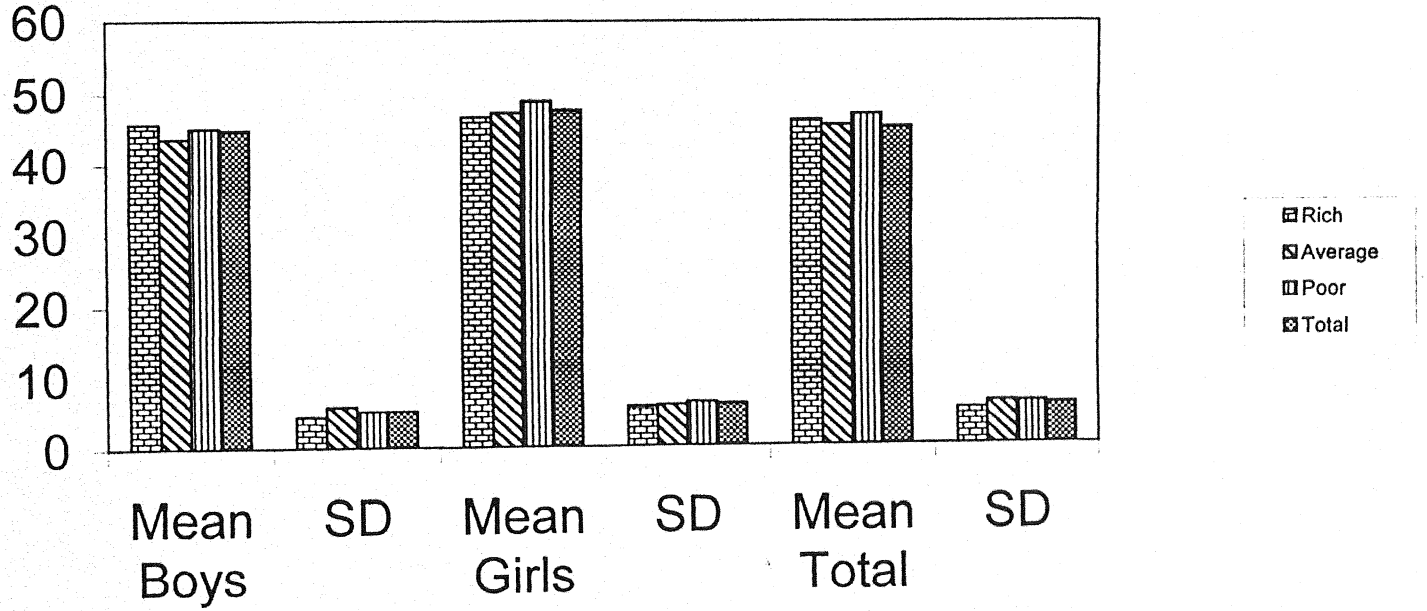


Fig. - G-30

Table no. 12 (b.1)

Source of Variation	Sum of Square	df	Mean Squares	FRatio
A. Boys & Girls	571.32	1	571.32	18.17**
B. Rich, Average & Poor	121.65	2	60.92	1.94
A x B interactions	133.26	2	66.63	2.12
Within cell	9242.24	294	31.44	
Total	10068.67	299	d.f. 1 & 294, 0.05=3.87* 0.01=6.72**	
			d.f. 2 & 294, 0.05=3.03* 0.01=4.68**	

In this section an attempt has been made to find out the effect of types of nutritional status (Rich, Average and Poor) and gender (Boys and Girls) on personality as self-concept. 2x3 factorial design was used and an analysis of variance was calculated.

It is evident from table no. 12. (b) 1 that gender (boys and girls) have significantly effect on Personality as self-concept at .01 level (f ratio found 18.17). Types of nutritional status (Rich, Average and Poor) have no significant effect on personality as self-concept (f ratio found 1.94). Interaction between gender and types of nutritional status has no significant effect on personality as self-concept (f ratio found 2.12). Thus the hypothesis 12 (b) stating that "There is no significant effect of Different Nutritional Status (Upper/Rich, Average/middle, Lower/Poor) Boys and Girls on personality as self-concept" is accepted.

Effect of types of Nutritional status Boys and Girls on Personality as self-concept

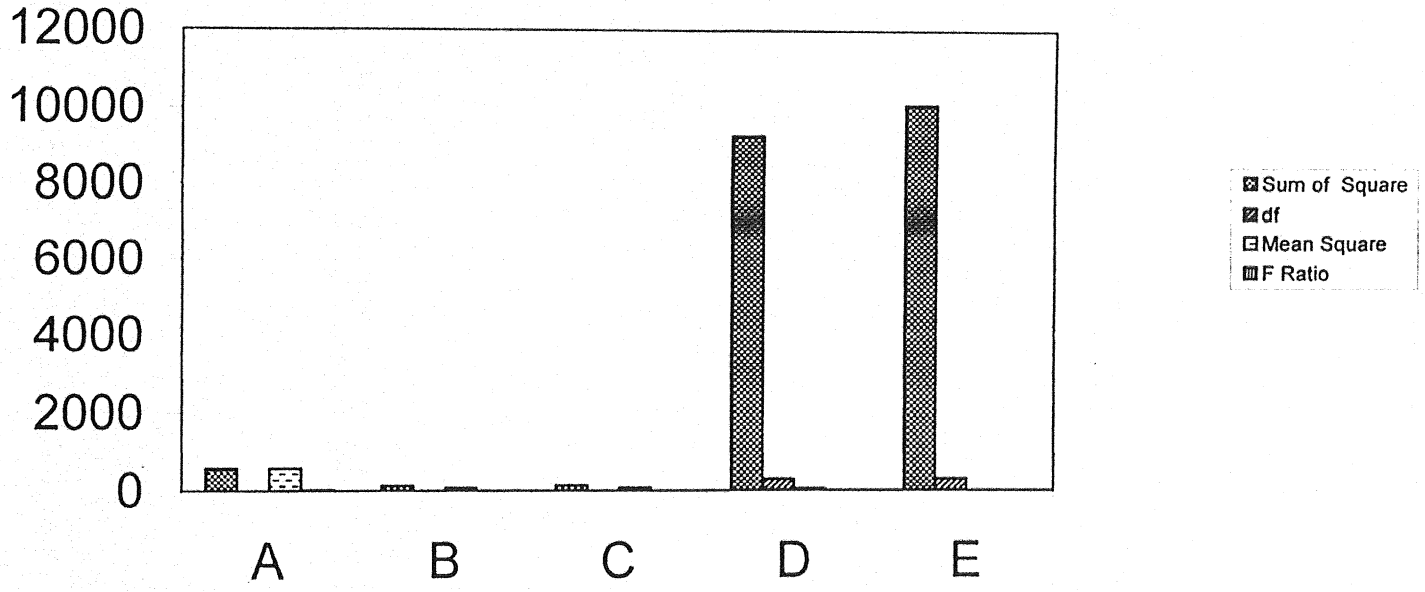


Fig. - G-31

To study the effect of Different Nutritional Status (Upper/Rich, Average/middle, Lower/Poor) Boys and Girls on Personality as Dependable & Independable

Table no. 12 (c) shows Mean and SD of personality as dependable & independable among different types nutritional status (Rich, Average, Poor) boys and girls.

Table No. 12 (c)

Personality as Dependable & Independable		Type of nutrition			Total
		Rich	**Average**	**Poor**	
	N	**50**	**50**	**50**	**150**
	Boys Mean	49.20	46.68	48.72	48.20
	SD	3.55	5.19	3.60	4.30
Gender	**N**	**50**	**50**	**50**	**150**
	Girls Mean	49.48	48.32	47.46	48.42
	SD	4.37	6.00	4.92	5.17
	N	**100**	**100**	**100**	**300**
Total	Mean	49.34	47.50	48.09	48.31
	SD	3.97	5.64	4.33	4.75

Mean and SD of Different Nutritional Status Boys and Girls on Personality as Dependable & Independable

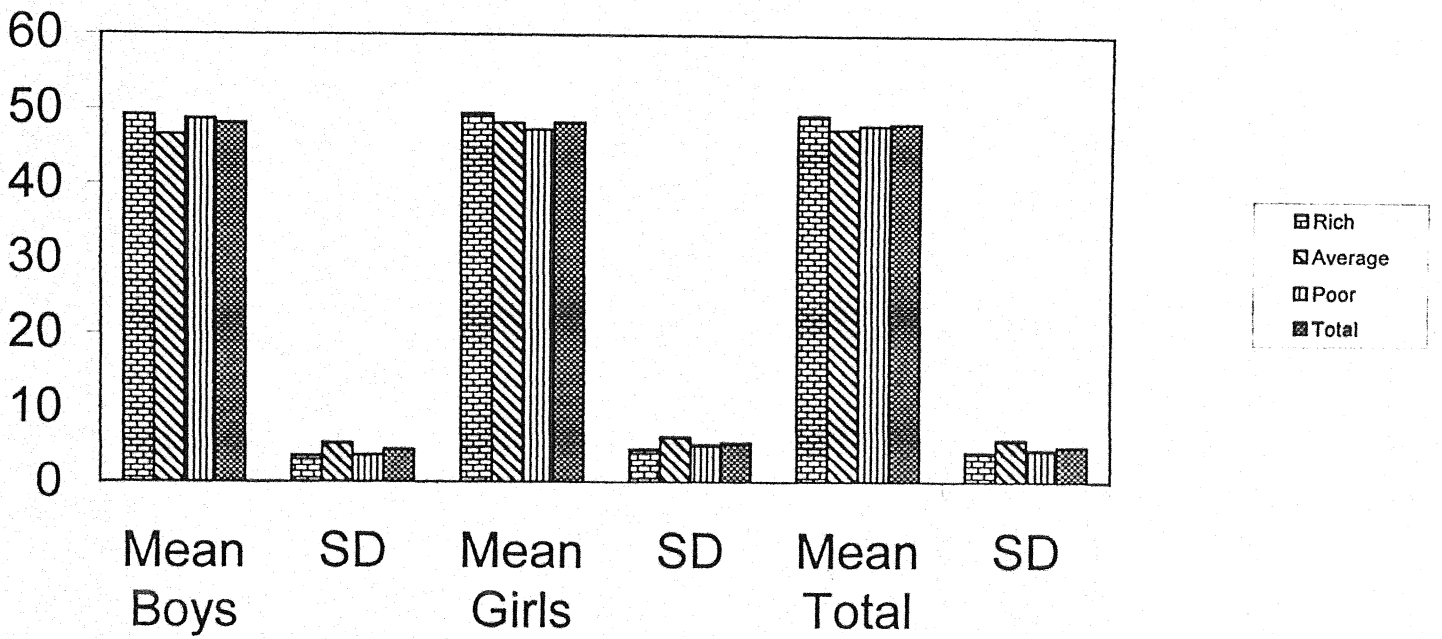


Fig. - G-32

Result of table no. 12 (c) shows that Rich nutritional status boys have high Dependable & Independable quality (mean 49.20) than Poor nutritional status boys (mean 48.72) and Average nutritional status boys (mean 46.68). Rich Nutritional status girls also have high Dependable & Independable quality (mean 49.48) than average nutritional status girls (mean 48.32) and Poor nutritional status girls (mean 47.46). Rich nutritional status girls and boys have no much difference in Dependable & Independable quality (mean 49.48 and mean 49.20). But Average nutritional status girls have high Dependable & Independable quality (mean 48.32) than average nutritional status boys (mean 46.68). Poor nutritional status boys have high Dependable & Independable quality (mean 48.72) than Poor nutritional status girls (mean 47.46).

All total it is find out from table no. 12 (c) that Rich nutritional status subjects have high Dependable & Independable quality (mean 49.34) than Poor nutritional status subjects (mean 48.09) and average nutritional status subjects (mean 47.50). But girls and boys have no much difference in Dependable & Independable quality (mean 48.42 and mean 48.20).

In this section an attempt has been made to find out the effect of types of nutritional status (Rich, Average and Poor) and gender (Boys and Girls) on personality as Dependable & Independable. 2x3 factorial design was used and an analysis of variance was calculated

Table No. 12 (c.1)

Source of Variation	Sum of Square	df	Mean Squares	FRatio
A. Boys & Girls	3.63	1	3.63	0.17
B. Rich, Average & Poor	176.54	2	88.27	4.02*
A x B interactions	105.26	2	52.63	2.40
Within cell	6456.74	294	21.96	
Total	6742.17	299	d.f. 1 & 294, 0.05=3.87*	
			0.01=6.72**	
			d.f. 2 & 294, 0.05=3.03*	
			0.01=4.68**	

It is evident from table no. 12. (c) 1 that gender (boys and girls) have no significantly effect on Personality as Dependable & Independable (f ratio found 0.17). Types of nutritional status (Rich, Average and Poor) have significant effect on personality as Dependable & Independable at .05 level (f ratio found 4.02). Interaction between gender and types of nutritional status has no significant effect on personality as Dependable & Independable (f ratio found 2.40). Thus the hypothesis 12 (c) stating that "There is no significant effect of Different Nutritional Status (Upper/Rich, Average/middle, Lower/Poor) Boys and Girls on personality as Dependable & Independable" is accepted.

Effect of types of Nutritional status Boys and Girls on Personality as Dependable & Independable

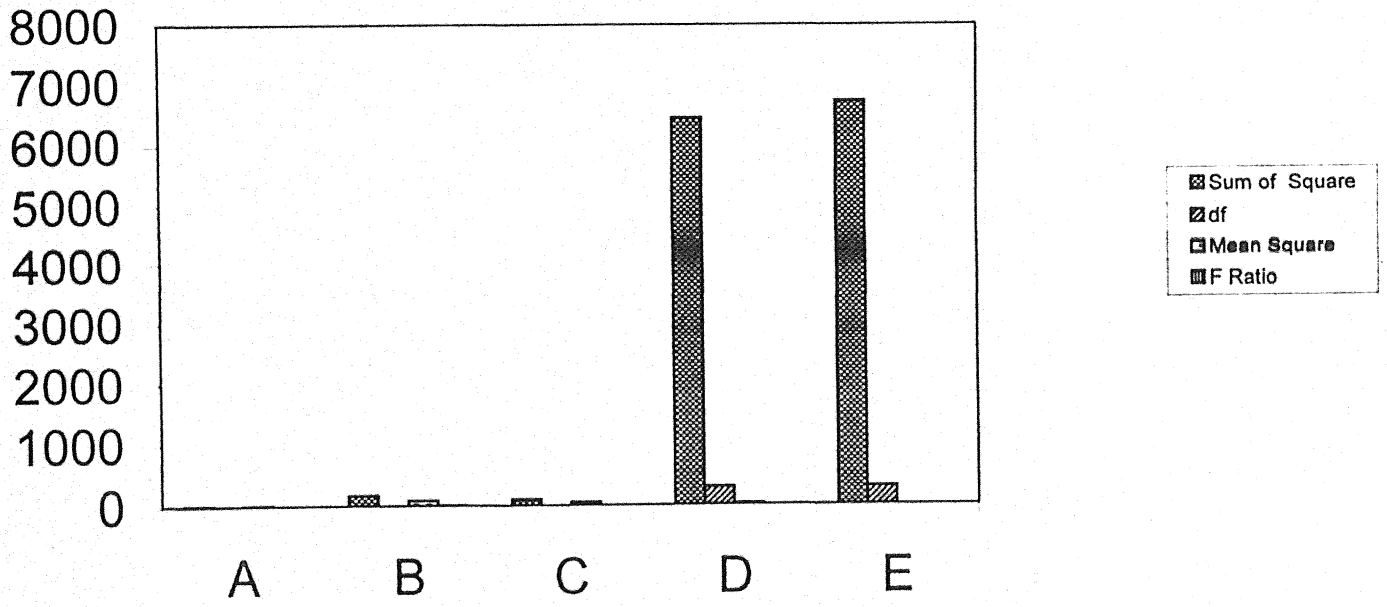


Fig. - G-33

To study the effect of Different Nutritional Status (Upper/Rich, Average/middle, Lower/Poor) Boys and Girls on Personality as Temperament

Table no. 12 (d) shows Mean and SD of personality as temperament among different types nutritional status (Rich, Average, Poor) boys and girls. Result shows that Rich nutritional girls have high temperament (mean 40.36) than Rich nutritional status boys (mean 39.72). But average nutritional status boys have high temperament (mean 40.44) than average nutritional status girls (mean 39.64). Poor nutritional status boys also have high temperament (mean 39.26) than Poor nutritional status girls (mean 38.00).

Table No. 12 (d)

Personality as Temperament		Type of nutrition Rich	Average	Poor	Total
	N	**50**	**50**	**50**	**150**
Boys	Mean	39.72	40.44	39.26	39.81
	SD	5.35	5.88	5.56	5.58
Gender	**N**	**50**	**50**	**50**	**150**
Girls	Mean	40.36	39.64	38.00	39.33
	SD	5.14	4.56	4.62	4.85
	N	**100**	**100**	**100**	**300**
Total	Mean	40.04	40.04	38.63	39.57
	SD	5.23	5.25	5.12	5.22

Mean and SD of Different Nutritional Status Boys and Girls on Personality as Temperament

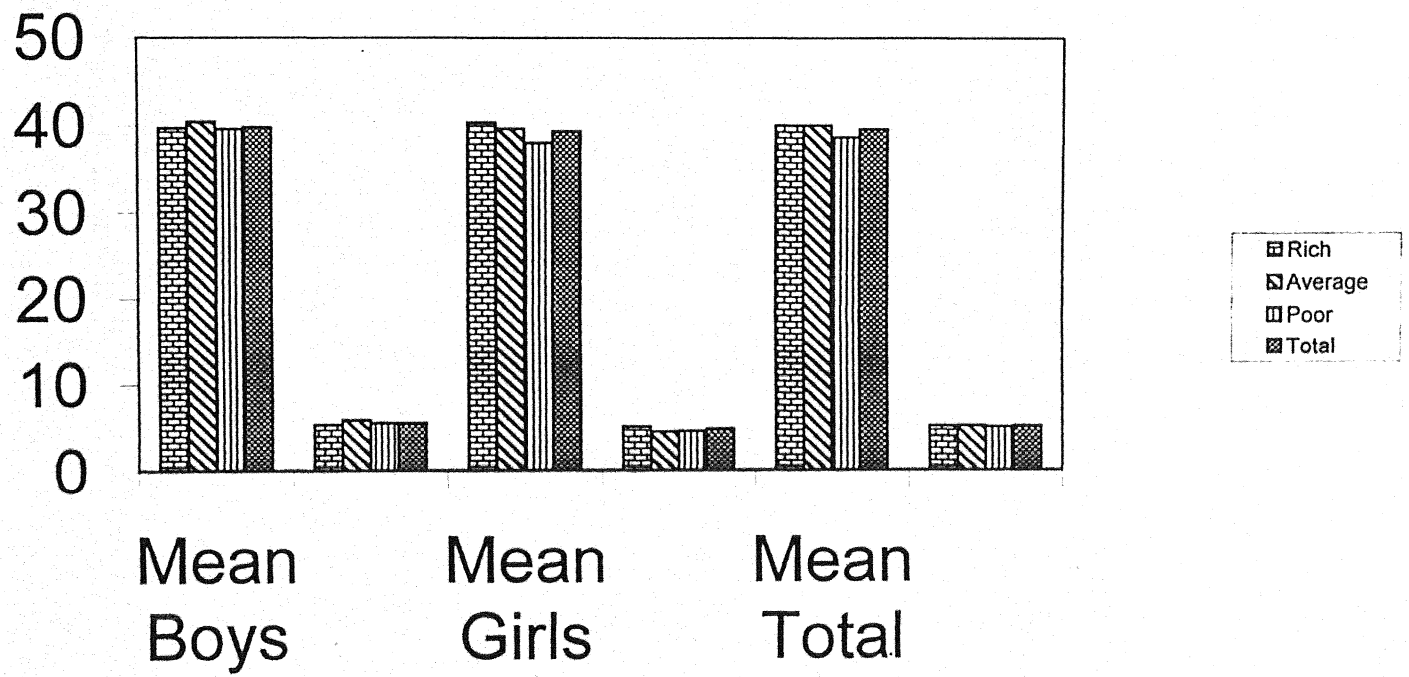


Fig. - G-34

Result shows that Average nutritional status boys have high temperament (mean 40.44) than rich nutritional status boys (mean 39.72) and Poor nutritional status boys (mean 39.26). Also rich nutritional status girls have high temperament (mean 40.36) than average nutritional girls (mean 39.64) and Poor nutritional status girls (mean 38.00).

All total it is find out that Rich and Average nutritional status subjects have high temperament (mean 40.04 and mean 40.04) than Poor nutritional status subjects (mean 38.63). And boys have high temperament (mean 39.81) than girls (mean 39.33).

Table No. 12 (d.1)

Personality as Temperament	Sum of Square	df	Mean Squares	FRatio
A. Boys & Girls	16.80	1	16.80	0.62
B. Rich, Average & Poor	132.54	2	66.27	2.45
A x B interactions	49.13	2	24.56	0.91
Within cell	7963.06	294	27.09	
Total	8161.53	299	d.f. 1 & 294, 0.05=3.87*	
				0.01=6.72**
			d.f. 2 & 294, 0.05=3.03*	
				0.01=4.68**

Effect of types of Ntritional status
Boys and Girls on Personality as Temperament

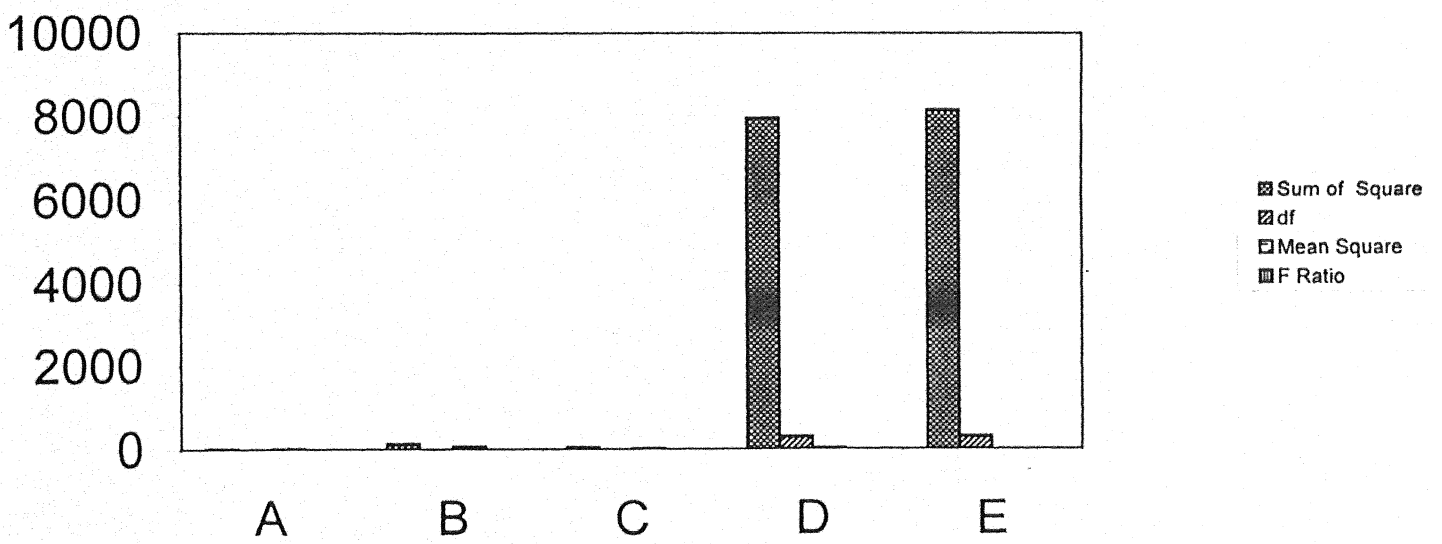


Fig. - G-35

In this section an attempt has been made to find out the effect of types of nutritional status (Rich, Average and Poor) and gender (Boys and Girls) on personality as Temperament. 2x3 factorial design was used and an analysis of variance was calculated

It is evident from table no. 12. (d) 1 that gender (boys and girls) has no significantly effect on Personality as temperament (f ratio found 0.62). Types of nutritional status (Rich, Average and Poor) have no significant effect on personality as temperament (f ratio found 2.45). Interaction between gender and types of nutritional status has no significant effect on personality as temperament (f ratio found 0.91).

Thus the hypothesis 12 (d) stating that "There is no significant effect of Different Nutritional Status (Upper/Rich, Average/middle, Lower/Poor) Boys and Girls on personality as temperament" is accepted.

To study the effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Adjustment

Table no. 12 (e) shows Mean and SD of personality as Adjustment among different types nutritional status (Rich, Average, Poor) boys and girls.

Table No. 12 (e)

Personality as Adjustment		Type of nutrition			Total
		Rich	**Average**	**Poor**	
	N	**50**	**50**	**50**	**150**
Boys	Mean	49.26	45.32	49.96	48.18
	SD	3.83	6.31	5.36	5.62
Gender	**N**	**50**	**50**	**50**	**150**
Girls	Mean	50.74	50.80	48.74	50.09
	SD	4.12	5.21	5.46	5.03
	N	**100**	**100**	**100**	**300**
Total	Mean	50.00	48.06	49.35	49.14
	SD	4.03	6.38	5.42	5.41

Mean and SD of Different Nutritional Status Boys and Girls on Personality as Adjustment

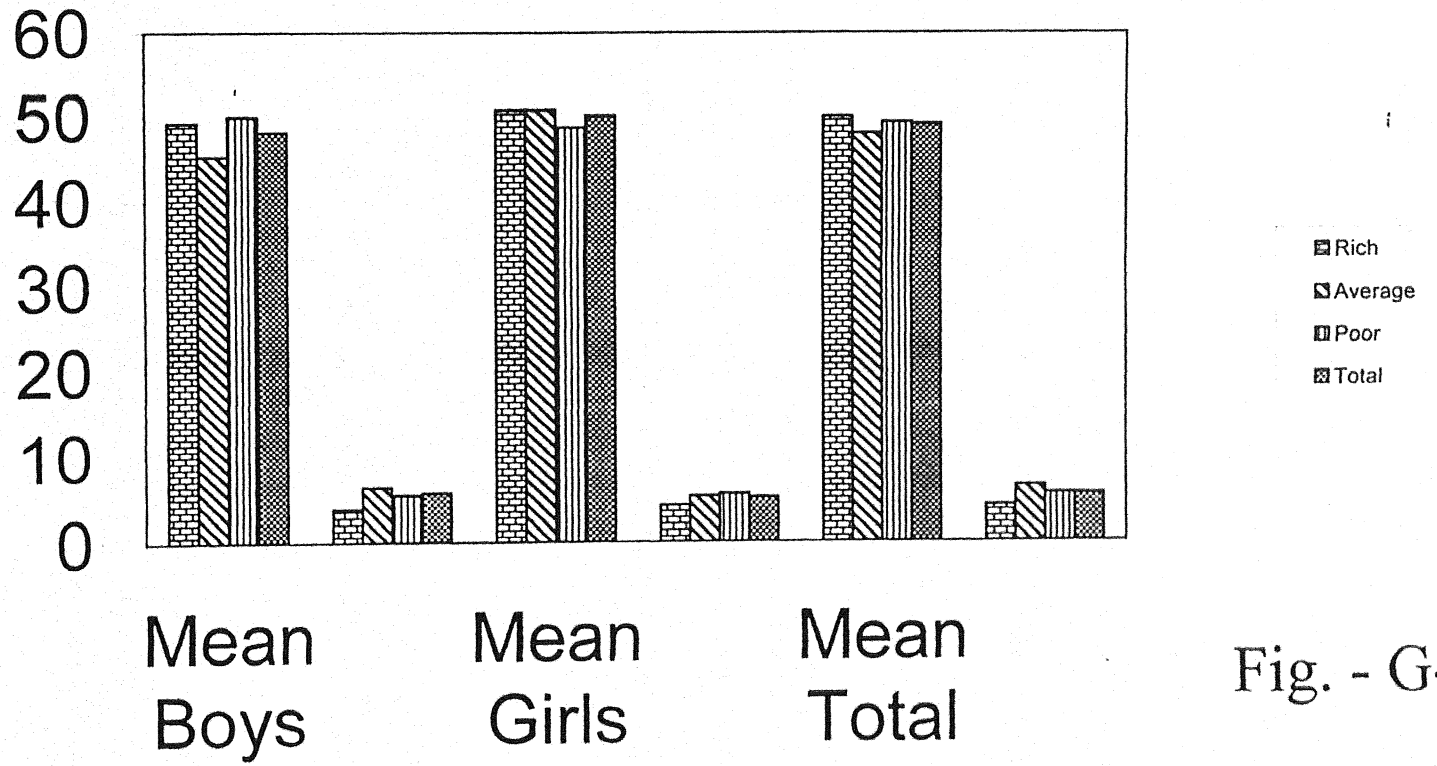


Fig. - G-36

Result of table no. 12 (e) indicate that Poor nutritional status boys have good adjustment quality (mean 49.96) than rich nutritional status boys (mean 49.26) and average nutritional status boys (mean 45.32). But average nutritional status girls have good adjustment quality (mean 50.80) than rich nutritional status girls (mean 50.74) and Poor nutritional status girls (48.74). Results indicate that Rich nutritional girls have good adjustment (mean 50.74) than rich nutritional status boys (mean 49.26). Also average nutritional status girls have good adjustment quality (mean 50.80) than average nutritional status boys (mean 45.32). But Poor nutritional status boys have good adjustment quality (mean 49.96) than Poor nutritional status girls (mean 48.74).

Result shows that Rich nutritional status subjects have good adjustment (mean 50.00) than Poor nutritional status subject (mean 49.35) and average nutritional status subjects (mean 48.06). And girls have good adjustment (mean 50.09) than boys (mean 48.18).

In this section an attempt has been made to find out the effect of types of nutritional status (Rich, Average and Poor) and gender (Boys and Girls) on personality as Temperament. 2x3 factorial design was used and an analysis of variance was calculated

Table No. 12 (e.1)

Personality as Adjustment	Sum of Square	df	Mean Squares	FRatio
A. Boys & Girls	274.56	1	274.56	10.48**
B. Rich, Average & Poor	195.01	2	97.50	3.72*
A x B interactions	568.17	2	284.08	10.84**
Within cell	7701.66	294	26.20	
Total	8739.40	299	d.f. 1 & 294, 0.05=3.87*	
			0.01=6.72**	
			d.f. 2 & 294, 0.05=3.03*	
			0.01=4.68**	

It is evident from table no. 12. (e). 1 that gender (boys and girls) has significantly effect on Personality as adjustment at .01 level (f ratio found 10.48). Types of nutritional status (Rich, Average and Poor) have significant effect on personality as adjustment at .05 level (f ratio found 3.72). Also Interaction between gender and types of nutritional status has significant effect on personality as adjustment at .01 level (f ratio found 10.84).

Thus the hypothesis 12 (e) stating that "There is no significant effect of Different Nutritional Status (Upper/Rich, Average/middle, Lower/Poor) Boys and Girls on personality as Adjustment" is rejected.

Effect of types of Nutritional status Boys and Girls on Personality as Adjustment

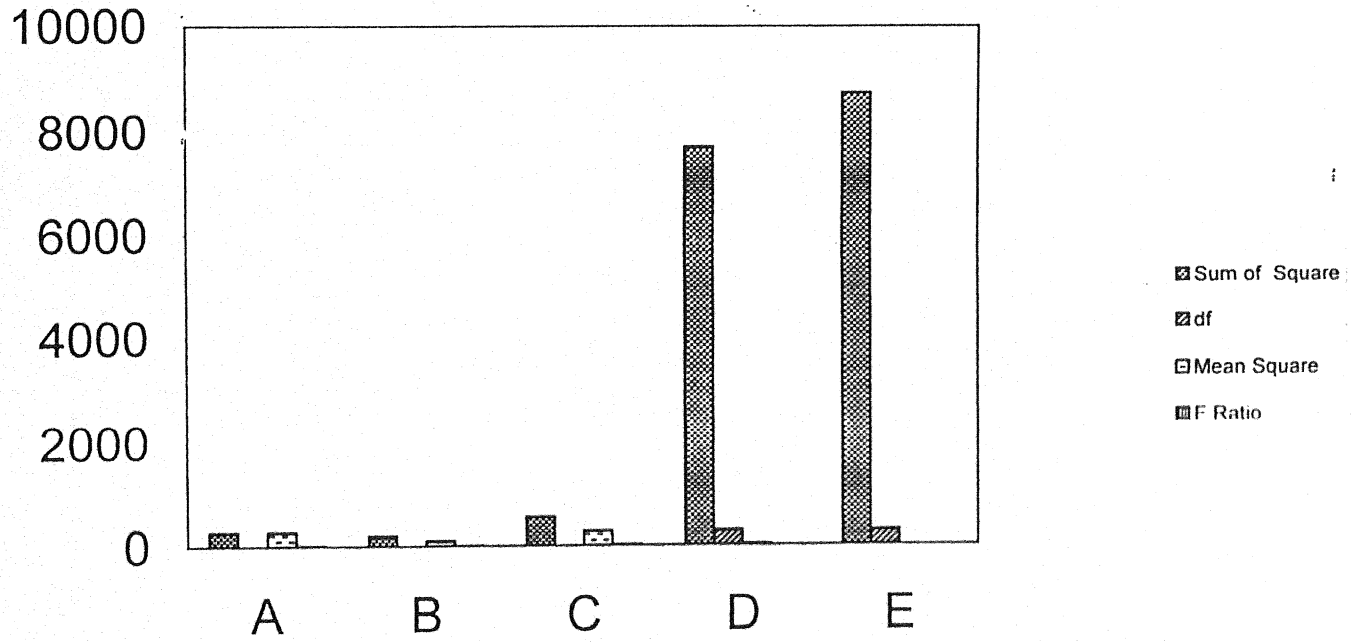


Fig. - G-37

To study the effect of Different Nutritional Status (Upper/Rich, Average/middle, Lower/Poor) Boys and Girls on Personality as Anxiety

Table no. 12 (f) shows Mean and SD of personality as Anxiety among different types nutritional status (Rich, Average, Poor) boys and girls.

Table No. 12 (f)

Personality as Anxiety		Type of nutrition			Total
		Rich	Average	Poor	
	N	**50**	**50**	**50**	**150**
	Boys Mean	40.94	41.46	41.60	41.33
	SD	5.85	4.29	6.44	5.57
Gender	N	**50**	**50**	**50**	**150**
	Girls Mean	41.88	41.14	42.26	41.76
	SD	5.03	4.99	4.37	4.80
	N	**100**	**100**	**100**	**300**
Total	Mean	41.41	41.30	41.93	41.55
	SD	5.45	4.63	5.49	5.19

Mean and SD of Different Nutritional Status Boys and Girls on Personality as Anxiety

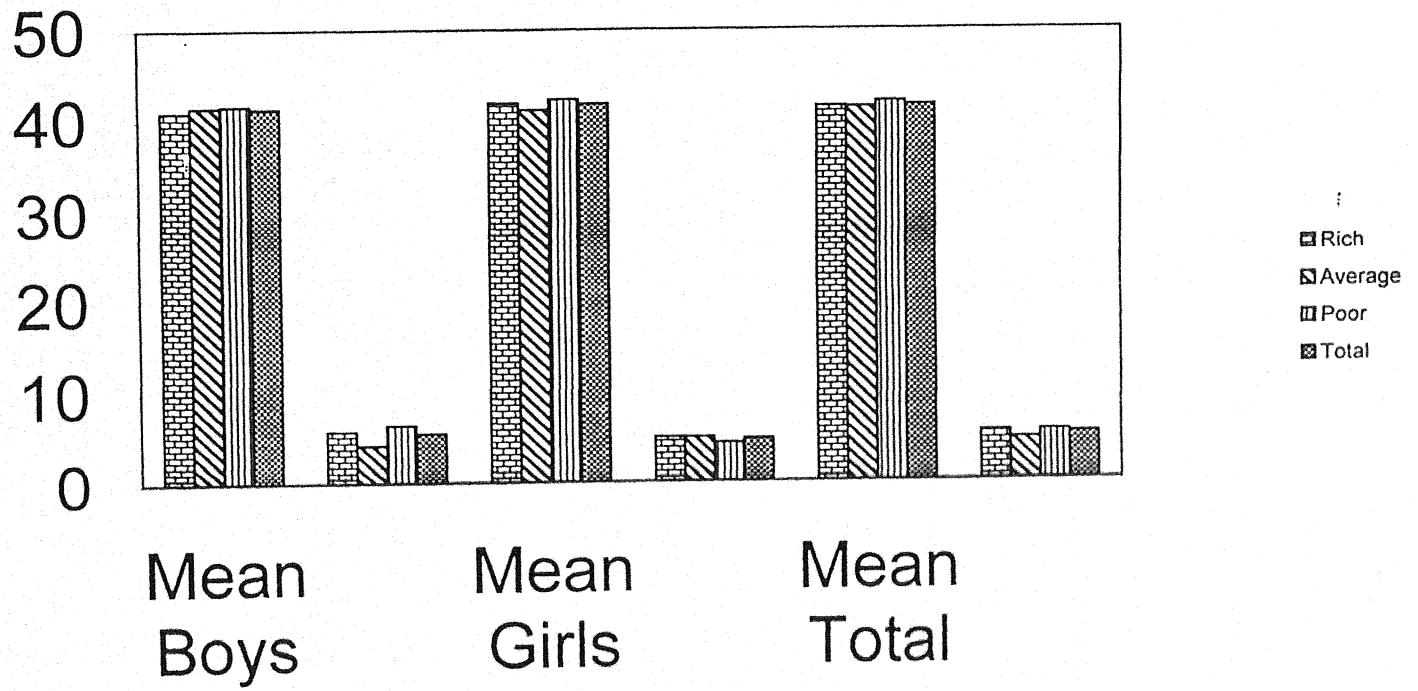


Fig. - G-38

Result of table no. 12 (f) shows that Poor nutritional status boys and Average nutritional status boys have high anxiety (mean 41.60 and 41.46) than rich nutritional status boys (mean 40.94). Poor nutritional status girls also have high anxiety (mean 42.26) than Rich nutritional status girls (mean 41.88) and average nutritional status girls (mean 41.14). Results reveal that Rich nutritional girls have high anxiety (mean 41.88) than rich nutritional status boys (mean 40.94). But average nutritional status boys have high anxiety (mean 41.46) than average nutritional status girls (mean 41.14). Again Poor nutritional status girls have high anxiety (mean 42.26) than Poor nutritional status boys (mean 41.60).

In all it is found that girls have high anxiety (mean 41.76) than boys (mean 41.33). And Poor nutritional status subjects have high anxiety (mean 41.93) than rich nutritional status subjects (mean 41.41) and average nutritional status subjects (mean 41.30).

In this section an attempt has been made to find out the effect of types of nutritional status (Rich, Average and Poor) and gender (Boys and Girls) on personality as Temperament. 2x3 factorial design was used and an analysis of variance was calculated

Table No. 12(f.1)

Personality as Anxiety	Sum of Square	df	Mean Squares	FRatio
A. Boys & Girls	13.65	1	13.65	0.50
B. Rich, Average & Poor	22.65	2	11.32	0.42
A x B interactions	21.89	2	10.94	0.40
Within cell	8004.16	294	27.23	
Total	8062.35	299	d.f. 1 & 294, 0.05=3.87*	
			0.01=6.72**	
			d.f. 2 & 294, 0.05=3.03*	
			0.01=4.68**	

It is evident from table no. 12. (f). 1 that gender (boys and girls) has no significantly effect on Personality as anxiety (f ratio found 0.50). Types of nutritional status (Rich, Average and Poor) have no significant effect on personality as anxiety (f ratio found 0.42). Also Interaction between gender and types of nutritional status has no significant effect on personality as anxiety. (f ratio found 0.40).

Thus the hypothesis 12 (f) stating that "There is no significant effect of Different Nutritional Status (Upper/Rich, Average/middle, Lower/Poor) Boys and Girls on personality as Anxiety" is accepted.

Effect of types of Nutritional status
Boys and Girls on Personality as Anxiety

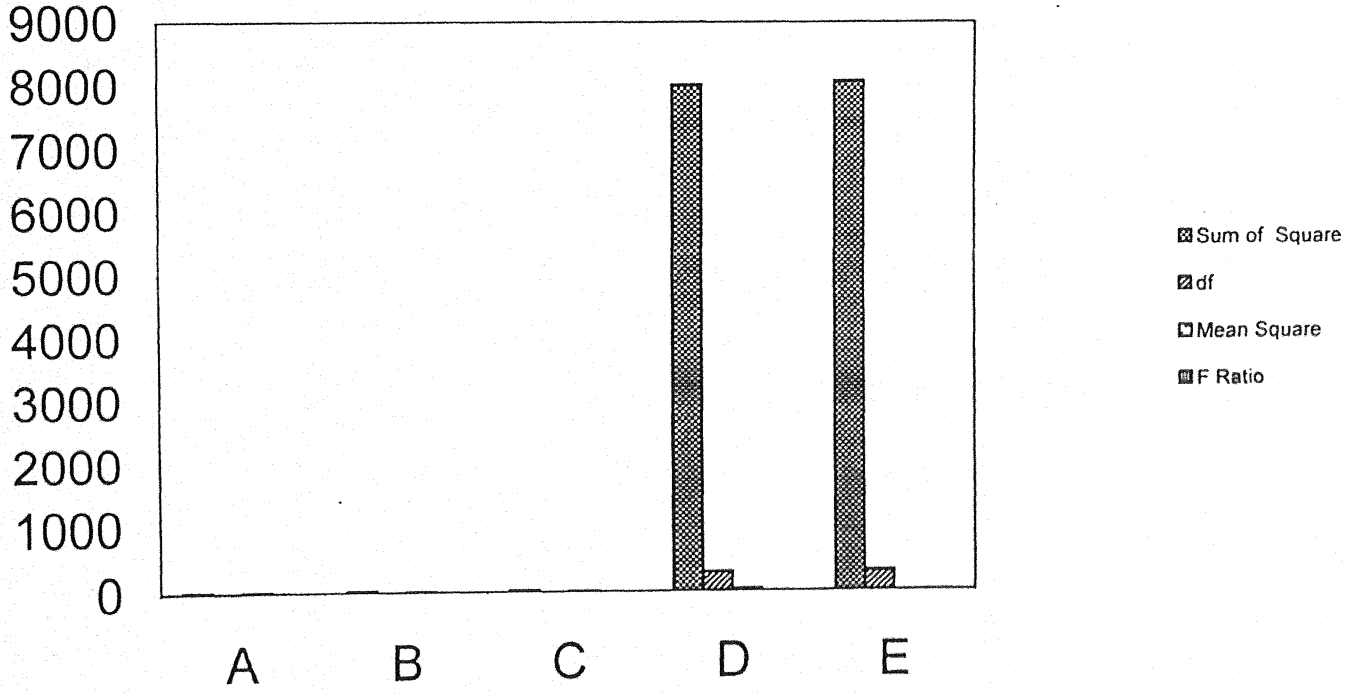


Fig. - G-39

CONCLUSION

1. Average/middle & Lower/Poor Nutritional status boys and girls have significant difference in Achievement Motivation.
2. Upper/Rich Nutritional status boys and girls have significant difference in self-concept as behaviour, physical appearance & attributes and popularity.
3. Average/middle nutritional status boys and girls have significant difference in self-concept. Both groups have significant difference in self-concept as physical appearance & attributes, Anxiety and popularity.
4. Lower/Poor nutritional status boys an girls have significant difference in self-concept as anxiety.
5. Average/middle nutritional status boys and girls have significant difference in personality as extroversion & introversion, self-concept and adjustment.
6. Lower/Poor nutritional status boys and girls have significant difference in personality as self-concept.
7. Different types of nutritional status (rich/average/Poor) boys and girls have significant effect on achievement motivation separately. But both groups have no significant effect in interaction.
8. Types of nutritional status (rich/average/Poor) have significant effect on self-concept and their sub group behaviour.

9. Gender (boys and girls) have significant effect on self-concept and their sub groups – Physical appearance & attributes, Anxiety, Popularity.

10. Interaction of Types of nutritional and gender has significant effect on behaviour as sub-group of self-concept.

11. Types of nutritional status have significant effect on dependable & independable and adjustment as sub group of personality.

12. Gender has significant effect on extroversion & introversion, self-concept, and adjustment as sub group of personality.

13. Interaction of types of nutritional status and gender has significant effect on adjustment as sub group of personality.

Chapter Fifth

Chapter Fifth

SUMMARY and CONCLUSION

In this chapter an attempt has been made to provide the summary of the present study and also provide the conclusion of research work. Conclusion of research work made by anlaysing and interpretation of data. An attempt has been made to provide suggestion as how the findings of this study can be utilized in future for further studies and also for society. There is also some implications suggested for Govt. teachers and for the field of education. In present study researcher provide the sumarry of research work with findings, conclusion and suggestion as follows.

India is the largest populated country of this world. A large number of diet and nutrition surves for people. Food is essential for human being, human existance just like the air we breathe or the water we drink. The food that we eat is utilised in the body and the assimilated substences are used for the growth and maintenance of tissues. A living organism is the product of nutrition. The human being requires more than 45 different nutrients for its well-being.

It is so evident that factful knowledge about the nutritional value of milk, espesially for child and women, who were a major health concern, could not change so deep a system of cultural and religious belief. This is to important to emphasize sound nutrition to students, teachers and

guardians etc. to make sure that the learning oppurtunities they provides are interesting and helpful to community. The discussion here to focus to lnow the importance of food and nutritions for everyone; for child; for women; for workers; for labours; for office etc.

Nutrition is the science of food values. It is relatively a new science which was evolved from chemistry and physics. Nutrition is often mentioned as a branch of chemical science or bio-chemistry. The effect of food on our body is explained in nutrition. In other words, nutrition is defined as food at work in the body. In a broader sense nutrition is defined as the combined of process by which the living organism recieve and utilise the materials neccessary for the maintenence of its functions snd for the growth and renewal of its component.

Nutrition is the good we get from all the food we eat and it helps our bodies work. Food is made up of different types of nutrients that contribute to our food being nutritious! These nutrients include carbohydrates, fats, proteins, vitamins, minerals and water. All nutrients need by the body are available through food. Many kinds and combinations of food can lead to a well balanced diet.

If our bodies fail to get all the nutrients they need this is called malnutrition. If a person suffers from malnutrition they can be more likely to catch diseases and it can effect the functions of their body such as brain, eyesight, organs, height, weight, as well as the formation of body parts if the child is still in their mother's womb.

When a person lacks these they are said to be suffering from micronutrient malnutrition. Malnutrition can occur in developed countries but it is most likely to be seen in children in developing countries. It is believed that almost one third of children in developing countries are malnourished. Breast feeding is a vital source of micronutrients for babies.

Food needs for everyone is must. Its depend on production. Increasing of population is the cause of lack of food availability. The per capita production of all other food stuffs has remained almost stationary as the increase in population has been keeping pace with increase in production of these foods. Our diet consists of diferent chemical substances called nutrients that are classified into six classes. They are carbohydrates fats, protiens, vitamines, mineral salts and water. The study of food and diet is known as nutrition.

For food needs its important to know the classification of different Nutritional Status. Human being in food supply affected with three types of nutrition status.

Rich Nutrition

Rich nutrition is said to be best nutrition. It means nutrition in that state in which the human being is healthy in mental and physical and contain work ability according to age. Good nutrition gives the good health to the human being.

Average Nutrition

Medium nutrition means that type of nutrition which contain not good not bad quantity or quality of nutrition means average type of nutrition.

Poor Nutrition (Malnutrition)

Malnutritional defeciencies arising from lack of specific nutrients, the nutritional problems encountered at various stages of the life cycle and effect of disease upon nutritions are discussed in detail in many researches; by many experts. The causes of malnutrition are complex. They include conditions that pre-exist within the individual.

Poor Nutrition (Malnutrition) means that type of nutrition which does not contain proper nutrition according to our body. Malnutrition at its fundamental biological level is inadequate supply of nutrients to all cell. A lack of essential nutrients at the cellular level, however, is the result of a complex web of factories; psychologic, personal, social, cultural, economic, political and educational. Each of these factors is a more or less important cause of malnutrition at a given time and place, for a given individual.

A significant correlation of poverty with malnutrition. Because of synergetic effect of poverty and malnutrition, it is almost impossible to isolate their relative role in development. Many reaserches and experiment shows significant relationship between the current nutritional status and cognitive, physical and psychological development, personality development and

behaviour. Consequently, the researcher selected the research problem ***"A Study of Personality of Different Nutritional Status Children in Relation to Their Self-Concept and Achievement Motivation."***

Every individual is said to have personality of his own which is unique and distinct from every other personality. It is one word but many things. It is a system of reactic and reaction possibilities into there. Personality is the sum total of behaviour trends; manifested in his social adjustment. Behaviour is moral and it can be broken into atoms. These atoms may be said to be the certain charectarstics of organism that can permanent with individual. These habitual charectarstics of the behaviour determine the quality of the personality. This charectarstics is defined as temperament of human being.

Temperament involves emotionally toned aspect of personality, such as joviality, moodiness, tensenss, and activity level. Hundreds of terms describing temperament were selected and eventually reduced, through statistical procedures, to three temperament types. One type was called Visecerotonia because many related terms referred to visceral comforts, such as eating, joviality, and relaxation. In a second type, known as somatotonia, the relevant terms involved bodily or somatic activity, such as competitiveness, energetic movement, and aggressiveness. The third temperament was called cerebrotonia because the related terms suggested cerebral process, as in thoughtfulness, restraint, and unusual sensitivity.

The newborn infant is activated purely by biological urges, such as hunger, thirst, the need for warmth, and the need for sleep. These biological characteristics, as well as reflexes, are inborn, and they comprise what Freud has referred to as the id. This second part of the personality depends upon many complicated psychological processes, such as remembering, learning, perceiving, and reasoning. It is some times referred to as the problem- solving dimension of personality and it is assumed to develop initially out of the id. In reacting to his social environment the child eventually acquires values and social standards from his parents and other elders. Collectively, these aspects of peronality are known as the super ego.

Self-concept is a concept that has been used to explain a vast array of emotional, motivational, and behavioral phenomena. Most Americans believe intuitively that low self-concept is undesirable; indeed, the link between low self-concept and depression, shyness, loneliness, and alienation supports the general idea that low self-concept is an aversive state. The view that self-concept is a vital component of mental health is also evident in the popular media and in educational policy. Low self-concept has been viewed as the root cause of societal problems ranging from drug abuse to teenage pregnancy to poor school performance. A number of educational and therapeutic programs have been developed to solve these problems by increasing self-concept. Self-concept is one of the most frequently examined constructs in sociology and psychology, with more than 15,000 research articles referring to it over the past thirty years.

This entry reviews the research that has focused on the conceptual and functional basis of self-concept.

Achievement motivation is a type of social motivation. It is a system of good direction in human activity, that is closely related to competance, aggressiveness and dominance. Achievement motivation is develops according to time and conditions. It may present during birth while it takes formal shape during specific stage.

The need for achievement is a motive to accomplish things and to be succesful in performing tasks. People high in need for achievement prefer to work on moderatly challenging and risky task, which promise success and on tasks where their performance can be compared with the performance of others.

OBJECTIVES

1- To see the significant difference of Achievement Motivation between Upper/Rich Nutrition Status Boys and Girls.

2- To see the significant difference of Achievement Motivation between Middle/Average Nutrition Status Boys and Girls.

3- To see the significant difference of Achievement Motivation between Lower/Poor Nutrition Status Boys and Girls.

4- To see the significant difference of Self-Concept between Upper/Rich Nutrition Status Boys and Girls.

5- To see the significant difference of Self-Concept between Middle/Average Nutrition Status Boys and Girls.

6- To see the significant difference of Self-Concept between Lower/Poor Nutrition Status Boys and Girls.

7- To see the significant difference of Personality between Upper/Rich Nutrition Status Boys and Girls.

8- To see the significant difference of Personality between Middle/Average Nutrition Status Boys and Girls.

9- To see the significant difference of Personality between Lower/Poor Nutrition Status Boys and Girls.

10- To study the effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Achievement Motivation.

11- To study the effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept.

a. To study the effect of Different Nutrition Status (Upper Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Behaviour.

b. To study the effect of Different Nutrition Status (Upper Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Intellectual & School status.

c. To study the effect of Different Nutrition Status (Upper Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Physical Appearance & Attributes.

d. To study the effect of Different Nutrition Status (Upper/ Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Anxiety.

e. To study the effect of Different Nutrition Status (Upper/ Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Popularity.

f. To study the effect of Different Nutrition Status (Upper/ Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Happiness & Satisfaction.

12- To study the effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality.

a. To study the effect of Different Nutrition Status (Upper/ Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Extroversion & Introversion.

b. To study the effect of Different Nutrition Status (Upper/ Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Self-concept.

c. To study the effect of Different Nutrition Status (Upper/ Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Dependable & Independable.

d. To study the effect of Different Nutrition Status (Upper/ Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Temperament.

e. To study the effect of Different Nutrition Status (Upper/ Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Adjustment.

f. To study the effect of Different Nutrition Status (Upper/ Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Anxiety.

HYPOTHESIS

1. There is no significant difference of Achievement Motivation between Upper/Rich Nutrition Status Boys and Girls.
2. There is no significant difference of Achievement Motivation between Middle/Average Nutrition Status Boys and Girls.
3. There is no significant difference of Achievement Motivation between Lower/Poor Nutrition Status Boys and Girls.
4. There is no significant difference of Self-Concept between Upper/Rich Nutrition Status Boys and Girls.
5. There is no significant difference of Self-Concept between Middle/Average Nutrition Status Boys and Girls.
6. There is no significant difference of Self-Concept between Lower/Poor Nutrition Status Boys and Girls.
7. There is no significant difference of Personality between Upper/Rich Nutrition Status Boys and Girls.
8. There is no significant difference of Personality between Middle/ Average Nutrition Status Boys and Girls.

9. There is no significant difference of Personality between Lower/ Poor Nutrition Status Boys and Girls.

10. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Achievement Motivation.

11. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept.

    a. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Behaviour.

    b. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Intellectual & School status.

    c. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Physical Appearance & Attributes.

    d. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Anxiety.

    e. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Popularity.

f. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Happiness & Satisfaction.

12. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality.

a. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Extroversion & Introversion.

b. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Self-concept.

c. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Dependable & Independable.

d. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Temperament.

e. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Adjustment.

f. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Anxiety.

The method and procedure of the study have been discussed with regard of the following data.

(a) Population

(b) The sample

(c) Research Design and Variable Involved

(d) The Tools used

(e) Procedure

(f) The Statistical Technique used.

Population

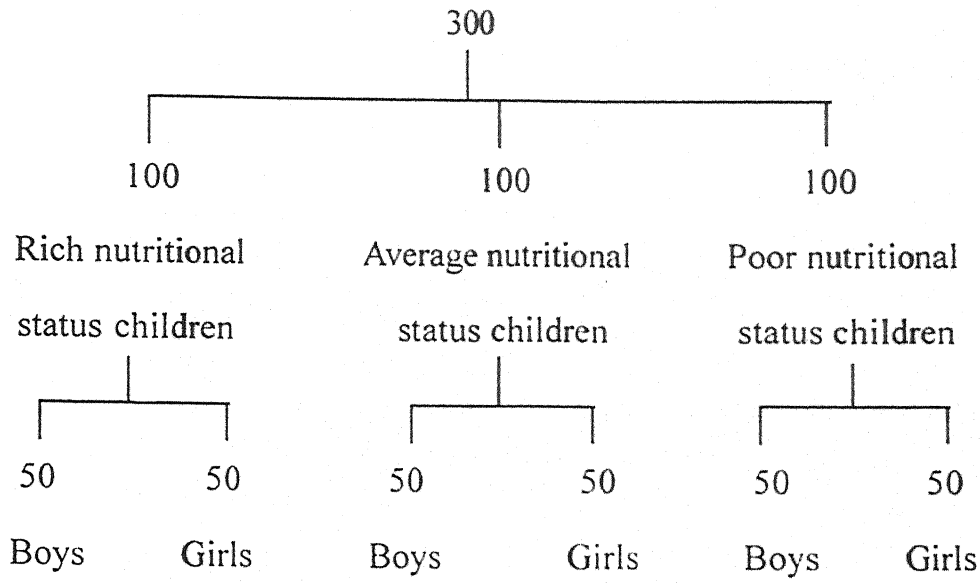
The present study is concern with the effect of achievement-motivation, self-concept and personality of different nutritional status children of Bundelkhand area (Jalaun, Banda, Hamirpur, Lalitpur, Jhansi, Mahoba, Chitrakutdham-Karvi) in Uttar Pradesh. But in present study researcher taken only one district Hamirpur for the study.

The Sample

In the present study 150 boys and 150 girls of high school in the age range of 12-16 years of Hamirpur district is selected in this sample. The subjects war selected through purposive sampling technique.

The subject were selected as a distributing technique 100 each in rich nutritional status children, 100 average nutritional status children and 100 poor nutritional status children and than further were

divided for about 50 each in boys and girls group of both rich, average and poor nutritional status children.



Research Design and Variable Involved

The present study is concerned with the effect of gender (boys & girls) and types of nutritional children (rich, average and poor). 2x3 factorial design is considered suitable with the present study.

The variable of the present study are as follows -

Independent Variable

"An Independent variable is that factor manipulated by the experimenter in his attempt to ascertain its relationship on the observed phenomenon" - Townsend

"The variable over which the investigator has control are called independent variable". - Edwards

There are two types of independent variable involved in the study.

1. Gender (boys & girls)

2. Types of nutritional children (Rich, Average and Poor)

Dependent Variable

"A dependent variable is that factor which appear, disappears, or varies as the experimenter introduces removes as varies the independent variable" - Townsend

"Any measured behavioural variable of interest in a psychological investigation in called a dependent variable ."- D. Amato.

In study there are three dependent variable are-

1. Personality

2. Self-Concept

3. Achievement-Motivation

The tools to be used

In this study there are four types of tools to be used. the tools are-

1. Multi-dimensional Personality Inventory - Manju Agarwal

2. Children's Self-Concept Scale - S.P.Ahluwalia

3. Achievement-Motivation Scale - D.Gopal Rao

4. Socio-Economic Status Scale - Beena Shah

Multi-Dimensional Personality Inventary (MPI)

The present inventary is developed by Km. Meena Agarwal for measuring the different personality variables of an individual. Its not a easy task, personality not measured through one factor or dimention of personality. The present inventary measured six important variable of an individual.

Variables

These variables are-

(A) Extroversion-Interoversion

(B) Self-Concept

(C) Dependance-Independance

(D) Temprament

(E) Adjustment

(F) Anxiety

Children's Self-Concept Scale

Self-concept is a central theme around which a large number of the major aspects of personality are oraganized. It has been described differently by different authors. The self-concept is something beneath one's skin which affected his/her behaviour as an organization of ideas about oneself which is derived from one's experience with others.

Achievement-Motivation Scale

The Rao Achievement Motivation test has been developed to provide a simple and objective measure of achievement motivation of Secondary School pupils. There are 20 incomplete sentences, each of which followed by two possible alternatives A and *B,* out of which one is an achievament-related item. Though both the alternatives are achievement-oriented and socially acceptable, yet one of them imply a higher sense of achievement and excellence.

Procedure in Study

In the present study researcher took 300 subjects of which 100 rich nutritional status children (50 boys and 50 girls), 100 average nutritional status children (50 girls & 50 boys) & 100 poor nutritional status children (50 boys & 50 girls). These children are in the age range of 12-16 yrs. of High School. The data collected in the Hamirpur districtof Uttar Pradesh.

For the data collection of boys & girls researcher went to different schools and through SES test researcher find out their categories of different nutritional status children. What type of his family status. his parents economic sources and other households etc. find out through test. After that researcher know about children nutritional staus. If they have good family status, researcher assumed that they take good nutritious food. If they have average family status, they take average nutritious food & If they have poor family status means they take poor nutritious food.

For the data collection of the children researcher went to different schools and measure the result of their various test papers (personality, self-concept & achievement-motivation) and she takes conclusion about their meals according to performance.

The Statistical Technique used

The first purpose of the present study was to compare the personality, self-concept & achievement-motivation. Mean and standard deviation of each group were calculated. The comparison between different groups were made on the basis of critical ratio with 0.05 and 0.01 level of confidence considered significant. Hypothesis were tested by applying critical ratio. Than calculate the effect of gender (Boys & Girls) and types of nutritional children (rich, average & poor) on personality, self-concept and achievement-motivation and testing the hypothesis.

Stasistical Analysis and Interpretations

Part A Overall comparison of Achievement-Motivation of Different Nutrition status (Rich, Middle, Poor) Boys and Girls.

Part B Overall comparison of Self-Concept of Different Nutrition status (Rich, Middle, Poor) Boys and Girls.

Part C Overall comparison of Personality of Different Nutrition status (Rich, Middle, Poor) Boys and Girls.

Part D Overall study the effect of Different type of Nutrition status (Rich, Middle and poor) and Gender (Boys & Girls) on Achievement motivation.

Part E Overall study the effect of Different type of Nutrition status (Rich, Middle and poor) and Gender (Boys & Girls) on Self-Concept.

Part F Overall study the effect of Different type of Nutrition status (Rich, Middle and poor) and Gender (Boys & Girls) on Personality.

Findings

1. ***There is no significant difference of Achievement Motivation between Upper/Rich Nutrition Status Boys and Girls.***

Result shows that upper/rich nutritional boys have high achievement motivation than upper/rich nutritional girls, but there is no significant difference between achievement motivation of upper/rich nutritional boys and girls. Thus hypothesis - 1 is selected

2. ***There is no significant difference of Achievement Motivation between Middle/Average Nutrition Status Boys and Girls.***

Result shows that average/middle nutritional boys have high achievement motivation than average/middle nutritional girls. But there is significant difference between achievement motivation of average/middle nutritional boys and girls. Thus hypothesis - 2 is rejected.

3. ***There is no significant difference of Achievement Motivation between Lower/Poor Nutrition Status Boys and Girls.***

Result shows that lower/Poor nutritional boys have high achievement motivation than lower/Poor nutritional girls. But there is significant difference between achievement motivation of lower/Poor nutritional boys and girls. Hypothesis - 3 is rejected.

4. ***There is no significant difference of Self-Concept between Up-***

per/Rich Nutrition Status Boys and Girls.

Thus the result indicated that upper/rich nutritional boys have significantly high Physical Appearance & Attributes, Anxiety and Popularity and upper/rich nutritional girls have high Behaviour, Intellectual & School status. However significant difference was observed between Behaviour, Physical Appearance & Attributes and Popularity of upper/rich nutritional boys and girls. The hypothesis - 4 is accepted.

5. There is no significant difference of Self-Concept between Middle/ Average Nutrition Status Boys and Girls.

Result indicated that average/middle nutritional boys have significantly high Intellectual & School Status, Physical Appearance & Attributes, Anxiety and Popularity and average/middle nutritional girls have high Happiness & Satisfaction. However significant difference was observed between Physical Appearance & Attributes Anxiety and Popularity of average/middle nutritional boys and girls. The hypothesis is rejected.

6. There is no significant difference of Self-Concept between Lower/ Poor Nutrition Status Boys and Girls.

Result indicated that lower/Poor nutritional boys have significantly high Physical Appearance & Attributes and Anxiety and lower/Poor nutritional girls have high Popularity. However significant difference was observed in Anxiety of lower/Poor nutritional boys and girls. The hypothesis is accepted.

7. There is no significant difference of Personality between Upper/ Rich Nutrition Status Boys and Girls.

There is no significant difference in personality factors like, ex-

troversion & introversion, self-concept, dependable & independable, temperament, adjustment, anxiety, so the result shows that hypothesis is accepted.

8. There is no significant difference of Personality between Middle/ Average Nutrition Status Boys and Girls.

Finding shows that average/middle nutritional girls have high extroversion & introversion, self-concept, dependable & independable, adjustment quality. And average/middle nutritional boys have high Temperament. All total there is significant difference of personality between average/middle nutritional boys and girls. The hypothesis is rejected.

9. There is no significant difference of Personality between Lower/ Poor Nutrition Status Boys and Girls.

Finding shows that lower/Poor nutritional boys have high dependable & independable, temperament and adjustment quality. And lower/ Poor nutritional girls have high Extroversion & Introversion, Self-Concept, and Anxiety. In all there is no significant difference of personality between lower/Poor nutritional boys and girls thus the hypothesis - 9 is accepted.

10. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Achievement Motivation.

All of it is evident from analysis boys have high achievement motivation than girls. As per nutritional status it is appeared that rich and average nutritional subjects have high achievement motivation than poor nutritional status subjects. The gender significantly effect the achievement motivation. Types of nutritional status (Rich, Average and Poor) also have significant ef-

fect on achievement motivation but interaction between gender and types of nutritional status has no significant effect on achievement motivation. Thus the hypothesis - 10 is accepted.

11. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept.

Boys and girls, significantly effect the self-concept. Types of nutritional status (Rich, Average and Poor) have significant effect on self-concept. Interaction between gender and types of nutritional status has no significant effect on self-concept. Thus the hypothesis -11 is accepted.

a. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Behaviour.

Gender (boys and girls) have no significantly effect on self-concept as behavior but types of nutritional status (Rich, Average and Poor) have significant effect on self-concept as behavior. Interaction between gender and types of nutritional status has significant effect on self-concept as behaviour. Thus the hypothesis 11-a is rejected.

b. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Intellectual & School status.

Boys and girls) have no significantly effect on self-concept as intellectual and school status. Types of nutritional status (Rich, Average and Poor) have no significant effect on self-concept as intellectual and school

status. Interaction between gender and types of nutritional status has no significant effect on self-concept as intellectual and school status. Thus the hypothesis 11-b is accepted.

c. ***There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Physical Appearance & Attributes.***

All of the result shows that boys have high physical appearance & attributes than girls. And Rich nutritional status subjects have high value of physical appearance & attributes than Poor nutritional status subjects and average nutritional status subjects. It is evident boys and girls have significantly effect on self-concept as physical appearance & attributes. Types of nutritional status (Rich, Average and Poor) have no significant effect on self-concept as physical appearance & attributes. Thus the hypothesis is accepted.

d. ***There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Anxiety.***

Result shows that Rich nutritional status girls have high anxiety than Poor nutritional status girls and average nutritional status girls. In all it is appeared from results that rich nutritional status subjects have high anxiety than Poor nutritional status subjects and average nutritional status subjects (mean 8.68). Results reveal that boys have high anxiety (mean 9.57) than girls. Boys and girls have significantly effect on self-concept as anxiety. Types of nutritional status (Rich, Average and Poor) have no significant effect on self-

concept as anxiety. Thus the hypothesis is accepted.

e. There is no significant effect of Different Nutrition Status (Upper/ Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Popularity.

Result shows that Boys have high popularity than girls. Average nutritional status subjects have high popularity than Poor nutritional status subjects and rich nutritional status subjects. It is evident that gender have significantly effect on self-concept as popularity. Types of nutritional status have no significant effect on self-concept as popularity. Interaction between gender and types of nutritional status has no significant effect on self-concept as popularity. Thus the hypothesis is accepted.

f. There is no significant effect of Different Nutrition Status (Upper/ Rich, Middle/Average, Lower/Poor) Boys and Girls on Self-Concept as Happiness & Satisfaction.

It find out that boys have high happiness & satisfaction than girls. And all types of nutritional status subjects have no much more difference in happiness and satisfaction. Boys and girls have no significantly effect on self-concept as happiness & satisfaction. Types of nutritional status have no significant effect on self-concept as happiness & satisfaction. Thus the hypothesis is accepted.

12. There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality.

It is evident that gender have significantly effect on Personality. Types of nutritional status (Rich, Average and Poor) have no significant effect on personality. Thus the hypothesis is accepted.

a. ***There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Extroversion & Introversion.***

Result shows that average nutritional status subjects have high extroversion & introversion quality than rich nutritional status subjects and Poor nutritional status subjects. It is evident that gender (boys and girls) have significantly effect on Personality as extroversion & introversion. Types of nutritional status have no significant effect on personality as extroversion & introversion. Thus the hypothesis is accepted.

b. ***There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Self-concept.***

It is found that girls have high self-concept than boys. Average nutritional status have high self-concept than rich nutritional status subjects and average nutritional status subjects. It is evident that gender have significantly effect on Personality as self-concept. Types of nutritional status have no significant effect on personality as self-concept. Thus the hypothesis is accepted.

c. ***There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Dependable & Independable.***

It is find out that rich nutritional status subjects have high dependable & independable quality than Poor nutritional status subjects and average nutritional status subjects. Girls and boys have no much difference in dependable & independable quality. It is find out that boys and girls have no significantly effect on Personality as dependable & independable. Types of nutritional status have significant effect on personality as dependable & independable. Thus the hypothesis 12 (c) is accepted.

d. ***There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Temperament.***

It is find out that Rich and Average nutritional status subjects have high temperament than Poor nutritional status subjects. Boys have high temperament than girls. It is evident that gender has no significantly effect on Personality as temperament. Types of nutritional status (Rich, Average and Poor) have no significant effect on personality as temperament. Thus the hypothesis is accepted.

e. ***There is no significant effect of Different Nutrition Status (Upper/Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Adjustment.***

Result shows that Rich nutritional status subjects have good adjustment than Poor nutritional status subject and average nutritional status. Girls have good adjustment than boys. Boys and girls) has significantly effect on Personality as adjustment. Types of nutritional status (Rich, Average and Poor) have significant effect on personality as adjustment. Thus the hypoth-

esis is rejected.

f. There is no significant effect of Different Nutrition Status (Upper/ Rich, Middle/Average, Lower/Poor) Boys and Girls on Personality as Anxiety.

It is found that girls have high anxiety than boys. Poor nutritional status subjects have high anxiety than rich nutritional status subjects and average nutritional status subjects. Boys and girls has no significantly effect on Personality as anxiety. Types of nutritional status (Rich, Average and Poor) have no significant effect on personality as anxiety. Thus the hypothesis is accepted.

CONCLUSION

1. Average/middle & Lower/Poor Nutritional status boys and girls have significant difference in Achievement Motivation.
2. Upper/Rich Nutritional status boys and girls have significant difference in self-concept as behaviour, physical appearance & attributes and popularity.
3. Average/middle nutritional status boys and girls have significant difference in self-concept. Both groups have significant difference in self-concept as physical appearance & attributes, Anxiety and popularity.
4. Lower/Poor nutritional status boys an girls have significant difference in self-concept as anxiety.
5. Average/middle nutritional status boys and girls have significant

difference in personality as extroversion & introversion, self-concept and adjustment.

6. Lower/Poor nutritional status boys and girls have significant difference in personality as self-concept.
7. Different types of nutritional status (rich/average/Poor) boys and girls have significant effect on achievement motivation separately. But both groups have no significant effect in interaction.
8. Types of nutritional status (rich/average/Poor) have significant effect on self-concept and their sub group behaviour.
9. Gender (boys and girls) have significant effect on self-concept and their sub groups – Physical appearance & attributes. Anxiety, Popularity.
10. Interaction of Types of nutritional and gender has significant effect on behaviour as sub-group of self-concept.
11. Types of nutritional status have significant effect on dependable & independable and adjustment as sub group of personality.
12. Gender has significant effect on extroversion & introversion, self-concept, and adjustment as sub group of personality.
13. Interaction of types of nutritional status and gender has significant effect on adjustment as sub group of personality.

Implication Pertaining to Education

So far the researcher has discussed some of the practical implication of the study pertaining to others. In this connection it is also important to

discuss some of the main theortical implication of the study which are vital to education era. This would enable scholars to plan research students for furthure investigations and there by incresing the fund of knowledge in this field. The findings of the present study reveal that nutritional status heavily effected on personlity and also on others dimentions of self-concept and achievement-motivation.

Implication for Teachers

It has been revealed that the students of malnutritional status (poor nutritional status) poorely adjusted in self-concept and in achievement-motivation. It may be suggested to teachers to give maximum knowledge about better nutrition, health services to them.

It may be also suggested to teachers that they encourage the students who suffering through poor nutritional status to make adjustment and in their behaviour etc.

Teachers should be given to there students better environment in classroom and also outside the classroom to develop their self-concept and achievement-motivation.

More and more chances of communication and opportunities should be given to students to handle different kinds of situations in society and also should be developed a group-help nature.

Implication for Government

It has been revealed from this study that personality factors and others variables are poorely and immature in poor nutritional status children in

respect of other children. It is therefore for Govt. to facilitate better environment, better nutrition and better health services to handle these types of situations.

Govt. should provided better medical services and better meal services like mid-day meal project, to students who are failed to developing their personality, self-concept and achievement-motivation.

Govt. should oraganized many awareness programmes in schools for students as well as teachers to serve better environment and better situation to handle the different kinds of difficult situations.

Suggestions for further Studies

At present there are many problems in the field of society and also in huminity. There is a need of research to understand and solve these problems. It is difficult to come to a clusion through a single study. Each researcher has his own limitations. It is impossible for a researcher to reach every corner of the field and work on each types of sample.

Present study has been based upon personality, self-concept and achievement-motivation in respect of different nutritional status in Bundelkhand region of Uttar Pradesh. To make the conclusion which are derived from this study the researcher feels that more researches are needed in the following fields.

1- The study based on a single district Hamirpur of Bundelkhand region in Uttar Pradesh. Others areas of Bundelkhand and Uttar Pradesh should be included in the sample of other studies. So that the obtained result may not

be confired to a particular regin only.

2- The sample of this study centralized only at the students of the High school, while the furthure studies should be conducted on Intermediate, Degree colleges and Universities students. From that the result obtained may be more generalized.

3- Present study has been based on 300 students (150 boys and 150 girls) which are also divided in three groups of fifties withreference to different nutritional status-Rich, Average, Poor. In future furthure studies may be conducted on the large sample.

4- Present study has been based on personality, self-concept and achievement-motivation only. In further studies others variables - values, adjustment, attitide, activities etc.- may be include.

5- Other cross studies should be done to testify the valadity and significance of results in research.

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Appendices

Multidimensional Personality Inventory

Constructed and Standardized by

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निर्देश :

इस परीक्षा पुस्तिका पर कुछ कथन दिए हुए हैं। आप इन कथनों को ध्यानपूर्वक पढ़िए। परीक्षण पुस्तिका के साथ आपको एक उत्तर पत्र (Answer Sheet) भी दी जावेगी, जिसमें कथन-संख्या के साथ ही साथ तीन सम्भावित उत्तर भी दिए हुए हैं—'हाँ', 'कभी-कभी' व 'नहीं'। अगर आप कथन से पूर्ण रूप से सहमत हैं तो 'उत्तर पत्र' के इस कथन संख्या के सामने 'हाँ' के नीचे सही (√) का निशान लगा दें। इसी प्रकार अगर कथन कभी आपके लिए सही होता है और कभी गलत तो 'कभी-कभी' वाले खाने पर सही (√) का चिन्ह लगा दें और अगर कथन से आप पूर्णतः असहमत हैं तो 'नहीं' वाले खाने पर सही (√) का निशान लगा दें। समय की सीमा नहीं है परन्तु फिर भी प्रयत्न कीजिए कि सभी प्रश्नों का उत्तर शीघ्र से शीघ्र दें, किसी को छोड़ें नहीं। आप स्थिर मन से उत्तर दें। आपके उत्तर को पूर्ण रूप से गोपनीय रखा जावेगा। अतः निःसंकोच होकर उत्तर दें।

ध्यान रहे इस परीक्षण पुस्तिका पर आपको कुछ भी नहीं लिखना है।

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(अ)

1. मैं कार्य को अकेले इसलिए करना चाहता हूँ कि अपने ढंग से कार्य सम्पादित हो सके।
2. दूसरों के सहयोग से कार्य बिगड़ जाता है।
3. मैं दूसरों से तब तक नहीं मिलता जब तक कि उनसे कोई कार्य न हो।
4. सामाजिक उत्सवों में व कार्यों में मैं अपने दोस्तों के साथ जाता हूँ।
5. जब तक दोस्त अगल-बगल न बैठे हों तब तक कार्यालय या पिक्चर हाल में बैठने में मजा नहीं आता है।
6. मैं अपने पड़ोसी व मित्रों के सुख-दुख का ख्याल रखता हूँ।
7. मैं दूसरों के अवगुणों को उन्हें बता देने में कभी भी संकोच नहीं करता।
8. मैं दूसरों से अपनी बुराई व गलतियाँ जानने के बाद भी अपने अनुसार ही कार्य करता हूँ।
9. नये स्थान पर अपरिचित व्यक्ति से भी दोस्ती करना मेरी आदत है।
10. प्रायः मेरे मित्रगण मुझे देखकर यह कहते हैं कि मैं अपने कार्यों में उनसे राय नहीं लेता।
11. प्रायः मैं अपने उपयोग की चीजें दूसरों को उपयोग करने के लिए दे देता हूँ।
12. प्रायः मैं अकेले बैठकर पढ़ता हूँ।
13. दोस्तों से मिलकर पढ़ने की अपेक्षा मुझे एकान्त कमरे में रेडियो बजाकर पढ़ने में आनन्द आता है।
14. मेरे मित्र बहुत कम हैं क्योंकि मैं मित्रों पर संदेह बहुत करता हूँ।
15. मैं अपरिचित व्यक्तियों से भी अपना कार्य आसानी से करा लेता हूँ।
16. मैं अपनी दिल की बातों को दूसरों को बता देता हूँ।
17. सामाजिक कार्यों में सक्रिय रूप से भाग लेने में बहुत प्रसन्नता होती है।
18. मैं यह सोचकर समाज के दुख-सुख में भाग नहीं लेता कि दुनिया में ऐसा होता ही रहता है।
19. अतीत की घटनाओं व साथियों की जब भी याद आती है तब मुझे बहुत परेशानी अनुभव होती है।
20. जब कभी मैं यात्रा करता हूँ तो अनेक यात्री मेरे दोस्त बन जाते हैं।

(ब)

1. मैं स्वयं को बहुत कार्य कुशल समझता हूँ।
2. मेरी इच्छा होती है कि मेरे मित्रगण मेरा सम्मान करें।
3. मुझमें सब कुछ करने की योग्यता है।
4. मैं सोचता हूँ कि मुझमें अपार शक्ति है।
5. मैं अपनी मेहनत व योग्यता में विश्वास रखता हूँ।
6. मुझमें बहुत से गुण हैं जिनसे अनेक समस्याओं का समाधान स्वयं कर लेता हूँ।
7. मैं अपनी इच्छानुसार ही कार्य करता हूँ।
8. मैं अपनी समस्याओं पर स्वयं ही विचार विमर्श करता हूँ।
9. अन्य लोग यह भी अच्छी तरह समझते हैं कि मैं सर्वगुण सम्पन्न हूँ।
10. मैं सब कुछ करने में समर्थ हूँ।
11. मैं वर्तमान को अधिक महत्व देता हूँ भविष्य की बात नहीं सोचता।
12. मुझे दूसरों की नाराजगी की कोई चिंता नहीं रहती।
13. मुझे एवं मेरे कार्यों की सभी प्रशंसा करते हैं।
14. मेरा स्वभाव जिद्दी किस्म का है।
15. मेरे मित्रगण मुझे बहुत घमण्डी समझते हैं।
16. मैं किसी व्यक्ति को अपने व्यक्तिगत प्रभाव से शीघ्र ही प्रभावित कर लेता हूँ।
17. मैं किसी के कष्ट को देखकर तुरन्त दयावान हो जाता हूँ।
18. मैं आसानी से समस्याओं का समाधान करने में निपुण हूँ।
19. मैं अधिकारों की माँग करने से पूर्व यह देखता हूँ कि कर्त्तव्य की पूर्ति करता हूँ या नहीं।
20. मेरे अन्दर यह भावना है कि मैं बहुत बड़ा आदमी बनूँ।

(स)

1. मेरी इच्छा होती है कि ऐसे कार्य करूँ कि जिसमें मैं अपने पैरों पर खड़ा हो सकूँ।
2. मैं अपनी समस्याओं का समाधान इस प्रकार करता हूँ कि मेरा भविष्य सुखमय हो।
3. मुझे वह पाठ्यक्रम रुचिकर लगता है जिसमें भविष्य में नौकरी प्राप्त हो सकें।
4. मैं अब बड़ा हो गया हूँ अतः अब गम्भीरता के साथ किसी नौकरी के योग्य कार्य करना चाहता हूँ।
5. मैं, अपने परिवार व समाज पर बोझ बनकर जिन्दा नहीं रहना चाहता।
6. मेरी कार्यप्रणाली ऐसी है कि सभी लोग मुझे पसन्द करते हैं।
7. माता-पिता जब मेरे कार्यों में अधिक नियन्त्रण करते हैं तो मुझे बहुत क्रोध आता है।
8. मुझे नौकरी आदि की कोई चिन्ता नहीं है क्योंकि योग्यता के आधार पर मुझे नौकरी मिलेंगी।
9. मैं मानसिक रूप से अपने आपको परिपक्व समझता हूँ।
10. मैं बिना किसी सहारे के कार्य करना पसन्द करता हूँ।
11. मैं ख्याली पुलाव पकाने की अपेक्षा कार्य करना पसन्द करता हूँ।
12. मैं इस सिद्धान्त पर विश्वास करता हूँ कि कार्य करने से फल अवश्य प्राप्त होता है।
13. मैं ऐसा कोई भी कार्य नहीं करता जिससे मुझसे डर बना रहे।
14. मेरी आत्म-निर्भरता को देखकर सभी लोग समझते हैं कि बहुत बड़ा आदमी बनूँगा।
15. मुझे अपने विचारों और कार्यों में किसी का हस्तक्षेप करना पसन्द नहीं है।
16. मैं अपने माँ-बाप के लिए एक बोझ नहीं हूँ।
17. मुझे यह पसन्द नहीं है कि कोई मुझे अपने मित्रों के साथ घूमने फिरने से रोके।
18. मुझे अकेला रहना इसलिए अच्छा लगता है कि मैं बहुत सी योजनायें अकेले ही बनाता हूँ।
19. मुझे इस बात की चिन्ता है कि लोग मुझे आत्म-निर्भर नहीं समझते।
20. मुझ पर मेरे मित्रगण व परिवार के अन्य लोग भरोसा रखते हैं।

(द)

1. मेरे साथी मेरे स्वभाव को गलत बताते हैं।
2. मेरी इच्छा रहती है कि मेरे साथी मेरा विरोध न करें।
3. प्रायः मैं अपने स्वभाव की वजह से परेशान रहता हूँ।
4. मेरे स्वभाव और व्यवहार को देखकर मेरे शिक्षकगण चिढ़ जाते हैं।
5. छोटी-छोटी बातों पर मेरा स्वभाव बिगड़ जाता है।
6. मेरे साथी जब मुझसे नहीं बोलते तो मैं उन्हें मनाता नहीं हूँ।
7. मेरे साथी मेरी खरी-खरी बातों के कारण मुझसे अच्छा व्यवहार नहीं करते।
8. मेरे स्वभाव के कारण लोग मुझसे इर्ष्या रखते हैं।
9. जब लोग यह चाहते हैं कि मैं उनकी चापलूसी करूँ तो मुझे उन्हें देखकर घृणा होती है।
10. मैं जानता हूँ मेरे स्वभाव के कारण मेरे बहुत से मित्र नहीं बन पाते हैं।
11. मेरे घर के सदस्य भी जब ऐसे कार्य को करने को कहते हैं जो मैं नहीं करना चाहता तो मेरा मानसिक सन्तुलन बिगड़ जाता है।
12. प्रायः मेरे मित्रगण मेरे सीधेपन का फायदा उठाते हैं।
13. लोग मुझसे चाहे कुछ भी कहें मैं बुरा नहीं मानता।
14. जब में किसी कार्य में असफल हो जाता हूँ तो कई दिनों तक मेरा मूड खराब रहता है।
15. घर में छोटे-छोटे बच्चे जब मेरा कहना नहीं मानते हैं तो जी चाहता है कि उनकी खूब पिटाई करूँ।
16. जब मैं अपनी चीजों को अस्त-व्यस्त देखता हूँ तो मेरे स्वभाव में परिवर्तन आ जाता है।
17. मैं चाहता हूँ कि मेरी इच्छानुसार कार्य हो, ऐसा न होने पर मैं विचिलित हो जाता हूँ।
18. स्वभावतः मेरा व्यक्तित्व सन्तुलित है।
19. जब मुझे गुस्सा आता है मैं बोलता तो कुछ नहीं परन्तु मेरा खाना-पीना बन्द हो जाता है।
20. यह जानते हुए भी कि अमुक कार्य मेरे स्वभाव के विपरीत है फिर भी मैं उसको बर्दाश्त करता रहता हूँ।

(य)

1. यह दुनिया अच्छी लगती है।
2. मेरे मित्रगण मुझे बहुत चाहते हैं।
3. पढ़ने लिखने में तेज होने के कारण मेरे अध्यापक मुझे एक अच्छा विद्यार्थी मानते हैं।
4. मेरी इच्छा रहती है कि मेरे बहुत से मित्र हों और मेरे उनके साथ मित्रवत व्यवहार हो।
5. मुझे मेरे मित्र एवं परिवारगण के सदस्य बहुत अधिक चाहते हैं।
6. मैं यह मानता हूँ कि दुनिया में सुख-सुविधाओं के समस्त साधन उपलब्ध हैं।
7. बड़ा होकर मैं ऐसे कार्य करना चाहता हूँ कि दुनिया के सभी लोग सुख व समृद्धि के साथ रहें।
8. जब मैं खुद पढ़-लिख जाऊँगा तभी नौकरी करूँगा।
9. मेरे बड़े व छोटे भाई बहिन बहुत प्यार करते हैं।
10. पढ़ने लिखने की अपेक्षा मुझे यह चिन्ता रहती है कि मैं किस रोजगार तथा व्यवसाय के लिए योग्य हूँ।
11. मेरे लिए यह ठीक है कि दोस्त दोस्त न रहे।
12. मैं अपने संवेगों पर नियन्त्रण नहीं कर पाता।
13. दुनिया में अच्छे आदमी की कोई कीमत नहीं होती।
14. घर के हर मामलों में मेरे पिता मुझसे राय लेते हैं।
15. मुझसे सब मित्रता करने को इच्छुक रहते हैं।
16. मैं अपने माता-पिता का विरोध कभी नहीं करता हूँ।
17. मैं सबको खुश रखने की कोशिश करता हूँ।
18. पास-पड़ोस के लोग मुझे बहुत चाहते हैं।
19. सामाजिक कार्यों में, मैं बड़े उत्साह से भाग लेता हूँ।
20. जब भी समय मिलता है मैं घर के हर कार्य में हाथ बटाँने का काम करता हूँ।

(र)

1. कभी-कभी मेरा दिल चाहता है कि समाज भी बदल दूँ।
2. सबके मन में यह धारणा रहती है कि मैं कुछ कार्य कर सकने के योग्य नहीं हूँ।
3. मुझे इस बात की चिन्ता रहती है कि दुनिया का हर व्यक्ति किसी न किसी कारण दुखी रहता है।
4. मुझे इस बात की कोई परवाह नहीं रहती है कि कोई मेरा मित्र रहे अथवा न रहे।
5. मैं सब चिन्ताओं से मुक्त हूँ।
6. मुझे वे गाने अधिक पसन्द आते हैं जिनका सम्बन्ध विरह से होता है।
7. मेरी चिन्ता का कारण मेरी पढ़ाई लिखाई में अयोग्यता का है।
8. मुझमें यह भय रहता है कि मैं परीक्षा में अनुत्तीर्ण न हो जाऊँ।
9. मेरे साथी मुझसे चिड़ते हैं।
10. यह संसार कितना स्वार्थी है कि कोई भी व्यक्ति सच्चाई व ईमानदारी के साथ जिन्दा नहीं रह सकता।
11. हर कार्य में खतरा ही खतरा नजर आता है।
12. दुनियाँ में सब लोग मुझसे जलते व नफरत करते हैं।
13. मुझे चिन्ता रहती है कि अच्छी नौकरी कैसे मिलेगी।
14. नौकरी की क्या चिन्ता करना जो भाग्य में होगा वही होगा।
15. मैं इस बात से चिन्तित रहता हूँ कि हर व्यक्ति मुझसे नाराज हो जाता है।
16. मुझे यह चिन्ता रहती है कि मैं आत्म-निर्भर कैसे बनूँ।
17. मुझे यह चिन्ता रहती है कि मैं अपने भविष्य को कैसे उज्जवल करूँ।
18. मेरा यह प्रयास रहता है कि समाज के साथ उचित सामंजस्य बना रहे।
19. मुझे यह चिन्ता परेशान करती है कि मैं अच्छे मित्र कैसे बनाऊँ।
20. घर के सदस्यों के साथ मैं प्रयत्न करता हूँ कि अच्छा व्यवहार करूँ पर वे मुझे छोटी-छोटी बातों पर डाँटते हैं।

T. M. No. 458715

Prof. S. P. Ahluwalia (Sagar)

Reusable Booklet
of
CSCS
(Hindi Version)

निर्देश (INSTRUCTIONS)

इस पुस्तिका में 80 वाक्य दिए हुए हैं जिनमें से कुछ आपके सम्बन्ध में **सही** होंगे इसलिए आप उत्तर-पत्र पर उनके क्रमांक के सामने लिखे हुए **हाँ** को गोला बनाकर घेर दें तथा कुछ आपके बारे में **सही नहीं** होंगे इसलिए आप उन वाक्यों को क्रमांक के सामने उत्तर-पत्र पर **नहीं** को गोला बनाकर घेर दें। हो सकता है कुछ कथनों के सम्बन्ध में आप उत्तर न दे सकें फिर भी आप प्रत्येक वाक्य का उत्तर दें।

याद रखिए **हाँ** को उत्तर-पत्र पर तभी घेरिए जब वह कथन आपके लिए अक्सर सही बैठता हो और **नहीं** को उत्तर-पत्र पर तभी घेरिए जब वह कथन अक्सर जैसे हैं वैसा न हो। किन्तु आप **हाँ** या **नहीं** दोनों को एक साथ उत्तर-पत्र पर मत घेरिए।

इन कथनों में कोई सही या गलत उत्तर नहीं है। आप हमें केवल यह बता सकते हैं कि आप अपने को कैसा समझते हैं, इसलिए हमें आशा है कि आप उसी **हाँ** या **नहीं** को उत्तर-पत्र पर घेरेंगे जैसा आप सच में अपने को समझते हैं।

इस परीक्षण पुस्तिका पर कुछ न लिखें

National Psychological Corporation
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1. मेरे सहपाठी मेरा मजाक उड़ाते हैं।
2. मैं एक प्रसन्न व्यक्ति हूँ।
3. मेरे लिए दोस्त बनाना कठिन है।
4. मैं अक्सर उदास रहता हूँ।
5. मैं चुस्त हूँ।
6. मैं शर्मीला हूँ।
7. जब शिक्षक मुझे बुलाते हैं तो मैं डर जाता हूँ।
8. मैं अपनी शक्ल से परेशान रहता हूं।
9. बड़ा होने पर मैं एक महत्वपूर्ण (कुछ करने योग्य) व्यक्ति बन जाऊँगा।
10. जब स्कूल में परीक्षा (इम्तहान) होती है तब मैं चिन्तित हो जाता हूँ।
11. मैं सर्वप्रिय नहीं हूँ।
12. स्कूल में मेरा व्यवहार अच्छा रहता है।
13. जब किसी चीज में गड़बड़ी होती है, अक्सर मेरी ही गलती रहती है।
14. मैं अपने परिवार को कष्ट देता हूँ।
15. मैं शारीरिक दृष्टि से मजबूत हूँ।
16. मेरे पास अच्छे विचार हैं।
17. मैं अपने परिवार का महत्वपूर्ण सदस्य हूँ।
18. मैं अक्सर अपनी इच्छा से काम करना चाहता हूँ।
19. मैं अपने हाथों से वस्तुयें बनाने में निपुण हूँ।
20. मैं आसानी से साहस (हिम्मत) छोड़ देता हूँ।
21. मैं अपने स्कूल के काम में अच्छा हूँ।
22. मैं बहुत से बुरे काम करता हूँ।
23. मैं सुन्दर चित्र बना सकता हूँ।
24. मैं संगीत में अच्छा हूँ।
25. मैं घर पर बुरे ढंग से व्यवहार करता हूँ।
26. मैं अपने स्कूल का काम करने में ढीला हूँ।
27. मैं अपनी कक्षा का एक महत्वपूर्ण सदस्य हूँ।
28. मैं घबराया रहता हूँ।

29. मेरी आँखें सुन्दर हैं।
30. मैं कक्षा के सामने अच्छा भाषण (रिपोर्ट) दे सकता हूँ।
31. स्कूल में मैं अपने ख्यालों में खोया रहता हूँ।
32. मैं अपने भाई बहिनों को तंग करता हूँ।
33. मेरे मित्र मेरी बातों (सुझावों) को पसन्द करते हैं।
34. मैं अक्सर झंझट (मुसीबतों) में फँस जाता हूँ।
35. मैं घर में आज्ञाकारी हूँ।
36. मैं भाग्यवान हूँ।
37. मैं अक्सर चिन्ता करता हूँ।
38. मेरे माता-पिता मुझसे बड़ी उम्मीद रखते हैं।
39. मैं जैसा हूँ ठीक हूँ।
40. मुझे लगता है कि लोगों ने मुझे छोड़ दिया है।
41. मेरे बाल अच्छे हैं।
42. मैं अक्सर स्कूल के कामों के लिए खुद ही अपना नाम देता हूँ।
43. मैं चाहता हूँ कि जैसा मैं हूँ वैसा न होता।
44. मुझे रात में अच्छी नींद आती है।
45. मुझे स्कूल से घृणा (नफ़रत) है।
46. मैं खेल के लिए चुने जाने वाले बाद के खिलाड़ियों में से एक हूँ।
47. मैं अक्सर बीमार रहता हूँ।
48. मैं अक्सर दूसरों को तंग करने वाला (नीच) आदमी हूँ।
49. मेरे सहपाठी यह सोचते हैं कि मेरे पास अच्छे-अच्छे सुझाव हैं।
50. मैं दुःखी हूँ।
51. मेरे बहुत से दोस्त हैं।
52. मैं हँसमुख हूँ।
53. मैं अधिकांश बातों में मूर्ख एवं अज्ञान हूँ।
54. मैं देखने में सुन्दर हूँ।
55. मुझमें काफी शक्ति और उत्साह है।
56. मैं बहुत से लड़ाई-झगड़ों में उलझ जाता हूँ।

57. मैं लड़कों में लोकप्रिय हूँ ।
58. लोग मुझे चिढ़ाते और नाराज करते हैं ।
59. मेरा परिवार मुझसे निराश है ।
60. मेरा चेहरा देखने में आकर्षक (सुन्दर) है ।
61. मैं जब कुछ बनाने की कोशिश करता हूँ तो ऐसा लगता है कि सभी कुछ गड़बड़ हो गया है ।
62. घर पर मुझे चिढ़ाया और नाराज किया जाता है ।
63. मैं खेल-कूद में अगुआ हूँ।
64. मैं फूहड़ (बेढंगा) हूँ ।
65. मैं खेल-कूद में खेलने के बजाय उसे देखता हूँ।
66. जो कुछ मैं सीखता हूँ उसे भूल जाता हूं।
67. मेरे साथ निबाहना (काम व खेल करना) सरल है ।
68. मैं आसानी से गुस्सा हो जाता हूं।
69. मैं लड़कियों में लोकप्रिय हूँ ।
70. मैं आसानी से पढ़ लेता हूँ ।
71. मैं टोली के साथ काम करने की अपेक्षा अकेले काम करना अधिक पसन्द करूँगा ।
72. मैं अपने भाई-बहिन को पसन्द करता हूँ ।
73. मेरा डील-डौल अच्छा है ।
74. मैं अक्सर डरा रहता हूँ।
75. मैं अक्सर चीजें गिरा या तोड़ देता हूँ।
76. मेरा विश्वास किया जा सकता है ।
77. मैं अन्य लोगों से भिन्न (अलग) हूँ।
78. मैं बुरी बातें सोचता हूँ।
79. मैं जल्दी ही रो देता हूँ।
80. मैं एक अच्छा व्यक्ति हूँ।

(Hindi)

Rao Achievement Motivation Test

(For Grades 8 to 11)

By

Dr. D. Gopal Rao

M. A., M. Ed., Ph. D.

Reader in Education

NCERT, NEW DELHI

नाम .....

जन्म तिथि ..... कक्षा ..... दिनांक .....

स्कूल .....

पिता का व्यवसाय ..... आय .....

पता .....

निर्देश

आप अपने जीवन में क्या करना चाहते हैं—इसे समझने एवं आपकी सहायता हेतु यह परीक्षण किया जा रहा है।

अगले पृष्ठों में 20 अपूर्ण वाक्य दिये गये हैं जिनके साथ उनके दो सम्भावित विकल्प उत्तर भी हैं। आप इन दो विकल्पों में से जिसे चाहते हैं (केवल एक पर) सही (√) का निशान लगा दें।

आपकी परीक्षा से इसका कोई सम्बन्ध नहीं है। समस्त प्रश्नों का निःसंकोच उत्तर दें। कोई भी समय सीमा नहीं है लेकिन कार्य द्रुत गति से करिए।

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1. मैं पढ़ना पसन्द करता हूँ	—	(अ) कॉमिक पुस्तक। (ब) साहसिक पुस्तक।
2. एक विद्यार्थी के रूप में, मैं चाहता हूँ कि लोग कहें	—	(अ) कक्षा का उचित ड्रेस पहनने वाला छात्र। (ब) कक्षा का एक बुद्धिमान छात्र।
3. जब मैं बड़ा हुआ, मैं चाहता था	—	(अ) कुछ ऐसा कार्य करूँ जिसे किसी और ने नहीं किया है। (ब) आरामदायक जीवन व्यतीत करूँ।
4. एक डॉक्टर के रूप में, मैं चाहता हूँ	—	(अ) एक प्रतिष्ठित सर्जन बनूँ। (ब) अधिक धन उपार्जन करूँ।
5. छुट्टियों के दिनों में, मैं चाहता हूँ	—	(अ) अपने दोस्तों व सम्बन्धियों के यहाँ जाना। (ब) कहानी या कविता लिखना या रचना करना।
6. जब परीक्षा में उत्तर लिख रहा होता हूँ	—	(अ) समय से पूर्व उत्तरों को लिख लेता हूँ। (ब) अन्य कक्षा-सहयोगियों की अपेक्षा अच्छा उत्तर दना।
7. मैं धनवान बनना चाहता हूँ	—	(अ) कठिन कार्य के द्वारा धनार्जन। (ब) लाटरी के पुरस्कार द्वारा।
8. मैं गर्वान्वित होता हूँ	—	(अ) अपनी कक्षा में प्रथम आने पर। (ब) निर्धन छात्रों की सेवा करने पर।
9. यह मेरा स्वभाव है	—	(अ) जीवन-यापन सरलता से करूँ। (ब) कठिन कार्यों को करूँ।
10. मुझमें यह प्रवृत्ति है	—	(अ) उस समय तक कार्य करूँ जब तक कि कार्य पूर्ण न हो। (ब) अगर कार्य करने में बोरियत हो तो कार्य में परिवर्तन कर दूँ।
11. मैं अच्छी तरह इसलिए अध्ययन करता हूँ	—	(अ) माँ-बाप की निन्दा से बच सकूँ। (ब) कक्षा के अन्य छात्रों से तेज हो सकूँ।
12. इन्जीनियर के रूप में, मैं चाहता हूँ कि	—	(अ) अपने शहर में एक मॉडज बिल्डिग का निर्माण कर सकूँ। (ब) धनवान बनकर कार खरीद सकूँ।
13. दस वर्ष के उपरान्त में	—	(अ) बहुत अधिक धनवान बनूँगा। (ब) अपने व्यवसाय में एक प्रतिष्ठित व्यक्ति बनूँगा।
14. एक विद्यार्थी के रूप में, मैं पसन्द करता हूँ	—	(अ) भविष्य की सफलता हेतु अध्ययन करना। (ब) संसार के विभिन्न स्थानों में भ्रमण करना।
15. मैं बहुत अधिक अप्रसन्नता अनुभव करता हूँ	—	(अ) जब कोई मेरा पर्स उड़ा देता है। (ब) जब मैं परीक्षाकाल में सर्वोत्तम ढंग से उत्तर नहीं दे पाता।
16. मैं कुछ ऐसा करना चाहता हूँ	—	(अ) जो मुझे धनवान बना दे। (ब) जो दूसरे न कर पाते हों।
17. सामान्यतया मैं उनको मित्र बनाना चाहता हूँ	—	(अ) जो बुद्धिमान हों। (ब) जो स्वच्छ व साफ सुथरे हों।
18. मैं अनियमितता का अनुभव करता हूँ	—	(अ) जब मुझ पर दोषारोपण किया जाता है। (ब) जब मैं सफलता प्राप्त नहीं कर पाता।
19. मैं अनुभव करता हूँ कि मेरी सफलता	—	(अ) मेरे कठिन परिश्रम पर निर्भर है। (ब) मेरे माँ-बाप व रिश्तेदारों पर निर्भर है।
20. मैं हॉकी की प्रैक्टिस रोजाना इसलिए करता हूँ	—	(अ) कि मेरा चयन ओलम्पिक खेल में हो जावे। (ब) अपने आपको फिट व स्वस्थ रख सकूँ।

मुद्रक : नारायन कम्प्यूटर ग्राफिक्स, आगरा-7

(गोपनीय)

सामाजिक आर्थिक स्थिति मापनी

डा० वीना शाह
शिक्षा संकाय
गढ़वाल विश्वविद्यालय
श्रीनगर (गढ़वाल)

कोड नं० [ ] कुल प्राप्तांक [ ]

क्रमांक [ ] श्रेणी [ ]

नाम _____ कक्षा _____ ग्रामीण/शहरी

आयु _____ जन्म तिथि _____ बालक/बालिका

विद्यालय का नाम _____

निर्देश :

1. इस मापनी में आपके परिवार से सम्बन्धित कुछ सूचनायें पूछी गई हैं। सभी सूचनाएं महत्वपूर्ण हैं। अतः सबका उत्तर देने का कष्ट करें। सूचनाओं का उत्तर उस स्थान और उसी रूप में दें जिस स्थान और रूप में उत्तर मांगे गये हैं।
2. जहां कोई बात समझ में न आये, परीक्षक से पूछ लीजिये। यह कोई परीक्षा नहीं है अतः निःसंकोच होकर अपने परिवार के सम्बन्ध में सही-सही सूचना दें।

धन्यवाद

Agra Psychological Research Cell
TIWARI KOTHI, BELANGANJ, AGRA—282004

(र) सोफासेट/गोदरेज की आलमारी/कालीन/डाईनिंग टेबुल/डिनर सेट/कुकर/दीवाल घड़ी ।
(ल) टी० वी०/फ्रिज/टेलीफोन/कूलर ।
(व) पानी का नल/बिजली ।

6. आपके परिवार के पास कितने जानवर हैं ? (संख्या लिखिये) ।
गाय ..... बैल ..... भैंस .....

सामाजिक भागेदारी

निम्न का उत्तर (√) का चिन्ह लगाकर दीजिये-

1. क्या अपके परिवार का कोई सदस्य राजनैतिक नेता है ? (जैसे मंत्री, एम० पी०, एम० एल० ए०, ग्राम प्रधान, नगर पालिका का सदस्य आदि) — हाँ ( ) /नहीं ( )
2. क्या आपके परिवार का पहले की पीढ़ियों का सदस्य राजनैतिक नेता रहा है ? हाँ ( ) /नहीं ( )
3. क्या आपके परिवार का कोई सदस्य कवि, लेखक, कलाकार, समाज सुधारक आदि है ? हाँ ( ) /नहीं ( )
4. क्या आपके परिवार का कोई सदस्य किसी सम्मानित सामाजिक या धार्मिक संस्थान का सदस्य है ? हाँ ( ) /नहीं ( )

Kumud Printing Press, Ram Bagh Agra

Multidimensional Personality Inventory

Different Nutritional Status, Upper/Rich Boys

Sr. No.	A	B	C	D	E	F	Total
1	49	48	42	48	54	46	287
2	39	42	50	38	43	38	250
3	39	50	47	28	52	31	247
4	47	50	54	49	44	60	304
5	53	46	44	47	48	48	286
6	43	37	46	32	46	32	236
7	47	37	54	38	53	38	267
8	43	52	56	40	56	46	293
9	40	50	53	38	50	42	273
10	47	45	49	38	50	47	276
11	44	48	47	32	48	31	250
12	47	44	47	35	50	40	263
13	45	48	44	40	49	46	272
14	40	59	50	48	58	38	293
15	42	46	47	35	52	35	257
16	41	43	46	39	44	36	249
17	35	46	48	39	48	34	250
18	42	32	51	34	54	40	253
19	48	43	52	38	48	43	272
20	42	46	50	48	54	46	286
21	47	48	54	47	44	38	278
22	46	50	44	40	43	48	271
23	43	43	49	38	52	46	271
24	40	45	54	35	48	42	264
25	45	44	50	40	46	31	256
26	42	50	53	39	50	40	274
27	48	48	49	39	48	46	278
28	49	46	47	48	50	38	278
29	39	46	44	35	50	35	249
30	39	48	50	38	54	40	269
31	43	43	53	47	43	46	275
32	47	37	54	47	52	34	271
33	40	50	47	40	48	36	261
34	44	44	44	32	46	40	250
35	45	46	50	35	53	38	267
36	42	48	53	38	56	48	285
37	41	43	49	47	48	42	270
38	48	50	47	40	49	47	281
39	47	50	51	38	52	38	276
40	46	48	48	48	44	42	276
41	40	44	47	47	48	40	266
42	43	48	54	40	54	47	286
43	53	43	56	32	43	38	265
44	49	46	44	47	52	46	284
45	47	43	53	35	46	42	266
46	42	37	49	40	50	38	256
47	48	46	47	39	48	46	274
48	41	44	50	38	52	40	265
49	42	48	47	38	44	47	266
50	47	45	46	35	49	31	253

Multidimensional Personality Inventory

Different Nutritional Status, Average/Middle Boys

Sr. No.	A	B	C	D	E	F	Total
1	50	43	50	44	51	42	280
2	37	37	49	38	43	39	243
3	34	38	45	39	48	42	246
4	43	50	54	35	45	40	267
5	47	52	50	35	51	44	279
6	43	54	35	29	49	38	248
7	40	31	42	29	51	41	234
8	52	48	54	42	54	49	299
9	39	33	42	31	49	38	232
10	43	37	48	37	53	42	260
11	48	44	49	43	51	42	277
12	41	45	49	40	54	42	271
13	44	50	52	36	48	42	272
14	45	48	50	42	50	48	283
15	43	44	51	33	49	38	258
16	37	35	46	37	50	36	241
17	41	45	50	45	51	36	268
18	34	38	49	49	49	41	260
19	43	37	48	31	48	49	256
20	45	50	52	36	50	38	271
21	43	44	51	33	51	38	260
22	50	43	50	41	50	41	275
23	42	45	37	33	51	42	250
24	41	41	38	36	42	48	246
25	51	51	45	44	50	40	281
26	37	35	46	46	31	45	240
27	39	39	49	48	49	49	273
28	37	51	37	44	49	49	267
29	39	41	44	51	41	45	261
30	37	50	50	44	31	42	254
31	50	50	49	44	37	38	268
32	39	44	41	42	51	50	267
33	44	41	37	50	48	42	262
34	41	41	50	48	45	31	256
35	44	44	581	39	54	42	804
36	47	43	38	50	38	42	258
37	43	50	51	48	37	38	267
38	50	43	48	51	42	42	276
39	44	46	50	42	38	38	258
40	41	41	51	39	38	35	245
41	52	48	42	42	39	42	265
42	42	41	46	39	39	50	257
43	47	47	51	38	41	42	266
44	50	49	48	39	50	41	277
45	47	41	51	50	38	41	268
46	49	46	43	36	38	38	250
47	51	51	44	37	39	42	264
48	50	32	41	41	42	39	245
49	45	50	42	37	36	33	243
50	43	32	41	39	37	41	233

Multidimensional Personality Inventory

Different Nutritional Status, Lower/Poor Boys

Sr. No.	A	B	C	D	E	F	Total
1	34	44	45	35	48	39	245
2	43	52	53	33	56	43	280
3	41	50	53	36	51	44	275
4	43	39	53	39	59	37	270
5	48	55	53	42	59	48	305
6	34	44	47	33	44	38	240
7	42	48	52	49	42	48	281
8	50	51	52	48	52	50	303
9	42	38	49	41	48	39	257
10	40	49	45	41	48	44	267
11	44	48	54	35	52	37	270
12	43	37	47	42	58	43	270
13	38	52	50	33	53	34	260
14	51	49	52	35	53	37	277
15	58	42	41	41	54	42	278
16	40	46	47	41	54	42	270
17	58	52	53	44	56	32	295
18	45	41	45	46	42	44	263
19	41	47	53	35	55	43	274
20	48	44	46	42	39	47	266
21	49	50	50	58	53	57	317
22	44	36	45	38	44	39	246
23	49	48	50	42	51	49	289
24	44	44	44	30	50	44	256
25	52	44	49	42	54	42	283
26	41	44	42	40	52	39	258
27	37	40	46	39	43	39	244
28	43	52	54	38	43	52	282
29	37	46	51	44	50	30	258
30	46	51	51	40	53	36	277
31	41	46	52	33	52	56	280
32	48	34	50	37	52	39	260
33	43	41	45	35	51	45	260
34	37	42	46	40	48	35	248
35	38	41	45	28	49	25	226
36	44	48	46	42	52	44	276
37	49	49	51	38	54	44	285
38	43	51	49	41	42	37	263
39	44	46	50	46	39	43	268
40	41	44	49	42	59	48	283
41	40	41	41	38	54	44	258
42	43	37	47	35	54	36	252
43	34	51	45	41	50	39	260
44	48	48	47	48	44	30	265
45	49	48	54	38	43	36	268
46	43	41	53	30	52	36	255
47	38	44	50	42	52	43	269
48	40	36	51	35	51	52	265
49	49	34	44	42	42	45	256
50	41	46	49	30	42	45	253

Self-Concept

Different Nutritional Status, Upper/Rich Boys

Sr. No.	A	B	C	D	E	F	Total
1	7	6	10	5	6	4	38
2	12	7	5	9	8	6	47
3	14	18	12	12	11	6	73
4	11	17	10	11	11	6	66
5	14	14	8	9	4	6	55
6	16	16	12	12	10	7	73
7	14	17	12	9	10	7	69
8	15	13	8	10	9	7	62
9	13	11	8	9	7	7	55
10	14	13	8	12	8	6	61
11	14	15	8	8	11	4	60
12	14	13	10	7	10	7	61
13	14	13	9	6	8	6	56
14	16	18	11	12	9	7	73
15	15	16	12	10	10	6	69
16	15	17	10	12	10	7	71
17	16	17	12	12	10	6	73
18	15	14	7	11	10	7	64
19	14	15	9	11	7	7	63
20	14	15	10	11	11	6	67
21	15	11	11	10	9	6	62
22	12	13	11	9	9	7	61
23	8	17	8	9	8	4	54
24	11	15	9	12	11	4	62
25	14	13	11	12	10	5	65
26	15	17	11	9	6	6	64
27	16	11	12	9	9	6	63
28	16	11	10	10	8	6	61
29	14	18	10	11	11	7	71
30	14	17	12	7	11	7	68
31	12	11	10	7	9	6	55
32	12	13	8	9	9	4	55
33	12	11	8	11	8	6	56
34	14	14	10	11	8	6	63
35	16	16	11	10	7	4	64
36	15	7	11	9	10	4	56
37	15	7	12	8	10	7	59
38	14	14	9	7	11	7	62
39	11	17	8	8	9	4	57
40	11	14	10	8	9	4	56
41	16	15	11	12	10	6	70
42	15	15	11	12	11	6	70
43	14	14	9	11	11	6	65
44	14	13	8	9	11	7	62
45	11	13	8	9	7	7	55
46	7	11	11	10	7	6	52
47	7	11	12	11	8	6	55
48	11	17	11	11	8	6	64
49	14	13	11	8	9	4	59
50	14	14	13	8	10	4	63

Self-Concept

Different Nutritional Status, Middle/Average Boys

Sr. No.	A	B	C	D	E	F	Total
1	9	11	7	7	9	4	47
2	12	15	7	10	8	4	56
3	11	13	5	8	7	4	48
4	16	18	12	12	9	6	73
5	16	16	10	11	10	7	70
6	14	17	12	12	11	7	73
7	15	14	7	12	10	4	62
8	12	13	11	8	10	7	61
9	16	15	11	12	12	7	73
10	12	12	9	10	7	6	56
11	16	17	12	11	11	6	73
12	15	17	11	9	11	7	70
13	16	18	12	12	9	7	74
14	9	10	9	4	7	5	44
15	16	18	11	10	12	7	74
16	12	15	7	10	7	7	58
17	14	14	7	9	8	4	56
18	12	16	11	9	8	4	60
19	12	16	11	9	9	4	61
20	16	18	11	11	11	5	72
21	16	17	9	10	11	6	69
22	14	14	12	12	12	4	68
23	15	13	10	8	10	7	63
24	15	13	7	8	9	7	59
25	12	15	7	9	9	7	59
26	11	11	12	12	8	4	58
27	11	14	10	11	8	4	58
28	12	10	11	11	7	5	56
29	14	10	11	12	7	6	60
30	16	16	10	8	9	6	65
31	11	18	9	9	12	4	63
32	12	15	9	11	12	7	66
33	9	10	9	11	9	7	55
34	16	12	10	12	10	4	64
35	16	12	10	7	10	6	61
36	12	13	9	7	12	6	59
37	11	13	12	10	7	6	59
38	11	17	12	11	7	7	65
39	12	18	7	7	8	7	59
40	12	18	7	9	8	5	59
41	9	11	7	11	11	5	54
42	9	15	11	11	12	4	62
43	9	15	11	12	12	4	63
44	15	11	9	10	7	7	59
45	11	11	10	10	9	4	55
46	11	12	10	9	12	6	60
47	12	13	12	8	10	4	59
48	14	13	7	7	11	7	59
49	14	13	11	7	11	7	63
50	12	10	10	7	7	6	52

Self-Concept

Different Nutritional Status, Lower/Poor Boys

Sr. No.	A	B	C	D	E	F	Total
1	14	15	7	9	9	6	60
2	16	15	9	10	8	6	64
3	15	12	9	8	11	7	62
4	15	16	10	11	10	7	69
5	15	17	12	8	10	7	69
6	16	12	10	9	6	7	60
7	2	4	0	6	6	0	18
8	13	17	12	9	8	7	66
9	13	15	8	8	9	7	60
10	7	9	7	8	8	4	43
11	16	16	11	12	11	7	73
12	16	18	12	12	11	7	76
13	14	18	12	12	9	4	69
14	14	15	12	11	9	5	66
15	123	15	11	11	8	4	172
16	15	15	11	9	6	4	60
17	13	11	8	8	6	4	50
18	9	17	12	10	6	6	60
19	9	12	10	10	7	6	54
20	11	9	10	9	9	6	54
21	14	9	9	12	10	7	61
22	14	12	12	7	10	7	62
23	13	12	8	6	11	6	56
24	13	15	8	6	9	4	55
25	13	17	7	9	9	4	59
26	14	15	12	10	8	3	62
27	14	12	12	11	10	5	64
28	9	12	8	11	10	5	55
29	16	16	10	9	11	7	69
30	16	12	10	8	11	7	64
31	9	9	11	12	8	6	55
32	13	11	11	12	9	6	62
33	13	15	12	11	11	6	68
34	15	15	7	6	9	7	59
35	15	15	7	6	6	7	56
36	15	9	8	9	6	7	54
37	16	11	12	11	8	4	62
38	16	11	12	10	11	7	67
39	11	12	10	10	9	7	59
40	13	16	10	9	11	4	63
41	13	16	8	10	10	4	61
42	7	18	11	11	10	5	62
43	7	11	11	7	6	6	48
44	7	18	7	7	6	6	51
45	13	9	7	8	8	7	52
46	13	12	12	9	9	6	61
47	14	15	11	11	10	6	67
48	15	17	9	10	11	4	66
49	15	12	9	11	9	4	60
50	15	16	12	9	9	7	68

Achievement-Motivation

Different Nutritional Status - Boys

Sr. No.	Upper/Rich	Average/Middle	Lower/Poor
1	52	54	42
2	56	52	44
3	52	50	48
4	56	52	52
5	52	48	52
6	50	54	48
7	54	54	36
8	56	58	40
9	48	52	56
10	54	56	42
11	54	48	48
12	48	52	52
13	54	58	50
14	54	48	52
15	48	56	50
16	50	48	50
17	56	58	56
18	50	54	56
19	52	48	56
20	54	52	44
21	48	56	52
22	50	58	50
23	54	54	48
24	54	50	58
25	50	48	56
26	56	50	52
27	54	48	50
28	52	46	58
29	48	56	56
30	48	52	56
31	50	54	56
32	52	54	48
33	48	48	50
34	58	52	46
35	52	48	52
36	50	58	56
37	54	56	54
38	56	56	48
39	48	58	48
40	54	48	46
41	54	52	50
42	52	49	52
43	52	58	52
44	48	54	50
45	52	50	56
46	50	52	50
47	50	54	48
48	48	52	50
49	52	48	54
50	48	54	48

Multidimensional Personality Inventory

Different Nutritional Status, Upper/Rich Girls

Sr. No.	A	B	C	D	E	F	Total
1	41	39	45	38	44	41	248
2	45	54	51	34	51	35	270
3	52	54	58	37	51	36	288
4	36	54	50	50	54	41	285
5	46	42	52	52	50	48	290
6	49	53	52	41	51	49	295
7	44	50	46	35	52	41	268
8	39	40	44	42	53	40	258
9	39	40	46	43	53	36	257
10	42	48	58	35	53	37	273
11	44	48	44	36	49	47	268
12	54	52	54	41	51	40	292
13	43	52	54	41	52	39	281
14	44	45	48	39	52	51	279
15	46	49	52	41	55	43	286
16	48	49	52	41	55	45	290
17	44	39	51	38	55	35	262
18	42	53	46	37	51	40	269
19	54	50	44	41	49	40	278
20	42	40	54	43	54	42	275
21	49	48	58	35	51	47	288
22	39	42	46	41	55	37	260
23	46	53	52	39	52	37	279
24	52	54	50	41	48	36	281
25	45	39	46	35	48	48	261
26	51	48	51	50	55	41	296
27	41	40	48	40	52	38	259
28	53	39	44	35	51	47	269
29	44	54	42	38	54	37	269
30	42	42	52	37	50	43	266
31	39	54	58	37	51	45	284
32	44	48	46	52	51	39	280
33	49	40	44	42	48	40	263
34	46	39	50	35	52	51	273
35	52	49	52	43	52	48	296
36	44	54	52	35	51	49	285
37	42	45	51	41	30	34	243
38	41	49	45	39	49	35	258
39	39	50	46	39	48	41	263
40	52	40	52	50	50	49	293
41	52	39	46	37	56	40	270
42	44	54	50	34	55	47	284
43	39	48	50	38	50	37	262
44	42	45	48	52	50	42	279
45	54	53	58	52	49	39	305
46	44	39	44	43	42	51	263
47	36	39	54	35	46	42	252
48	39	40	44	36	51	39	249
49	42	42	48	41	50	38	261
50	54	50	46	41	55	51	297

Multidimensional Personality Inventory

Different Nutritional Status, Middle/Average Girls

Sr. No.	A	B	C	D	E	F	Total
1	38	52	48	31	52	39	260
2	50	54	52	31	51	37	275
3	35	42	49	37	54	40	257
4	38	44	55	38	52	42	269
5	45	38	39	40	50	42	254
6	50	56	55	43	54	34	292
7	50	56	55	43	55	29	288
8	41	44	48	44	50	39	266
9	40	40	43	29	50	30	232
10	50	56	55	43	55	30	289
11	49	53	56	42	54	47	301
12	45	51	54	30	54	41	275
13	48	47	54	44	52	46	291
14	53	54	58	32	56	42	295
15	49	47	47	46	52	49	290
16	49	47	60	39	48	46	289
17	46	49	42	46	44	46	273
18	42	32	47	37	54	43	255
19	44	44	48	41	57	45	279
20	44	56	49	41	54	30	274
21	49	53	47	37	48	39	273
22	39	45	47	32	51	32	246
23	52	45	43	40	50	44	274
24	38	31	35	36	49	41	230
25	49	46	48	33	50	40	266
26	36	48	43	33	40	39	239
27	42	44	55	39	49	47	276
28	44	45	55	41	41	47	273
29	43	56	48	42	55	45	289
30	56	50	42	41	42	39	270
31	46	46	50	44	54	50	290
32	45	45	56	40	50	40	276
33	42	42	56	41	56	40	277
34	42	45	54	38	56	40	275
35	48	50	50	41	55	41	285
36	46	55	53	43	57	43	297
37	47	52	47	40	54	42	282
38	45	44	34	42	43	40	248
39	45	40	44	45	55	41	270
40	47	50	48	44	54	47	290
41	49	43	46	50	45	46	279
42	44	40	36	36	33	38	227
43	45	48	43	44	48	41	269
44	47	45	48	40	54	40	274
45	42	42	47	41	55	42	269
46	56	50	49	41	57	43	296
47	49	53	50	38	48	42	280
48	42	44	42	43	49	40	260
49	48	47	43	40	40	41	259
50	56	52	43	40	54	50	295

Multidimensional Personality Inventry

Different Nutritional Status, Lower/Poor Girls

Sr. No.	A	B	C	D	E	F	Total
1	33	42	49	44	48	45	261
2	54	52	52	40	45	52	295
3	46	57	46	44	36	42	271
4	38	49	53	31	51	36	258
5	44	38	43	38	45	45	253
6	39	49	51	31	49	37	256
7	49	52	54	41	57	39	292
8	55	52	52	38	43	42	282
9	37	54	40	34	54	41	260
10	38	36	39	39	42	43	237
11	49	56	53	34	52	48	292
12	39	45	51	40	51	44	270
13	50	52	48	42	52	39	283
14	37	39	42	36	38	39	231
15	47	52	51	39	57	40	286
16	46	36	45	30	52	38	247
17	49	53	50	45	47	44	288
18	38	57	42	38	54	45	274
19	39	52	46	34	57	45	273
20	39	56	51	39	44	42	271
21	49	52	52	34	45	37	269
22	46	49	53	40	37	48	273
23	39	38	50	34	48	36	245
24	47	56	49	38	47	52	289
25	46	52	53	35	49	45	280
26	38	52	40	45	51	42	268
27	37	57	39	41	38	45	257
28	49	49	51	41	52	37	279
29	44	44	48	36	43	39	254
30	54	49	42	39	49	48	281
31	44	52	51	31	57	44	279
32	46	52	50	31	54	39	272
33	39	49	42	41	48	41	260
34	37	52	39	38	52	42	260
35	48	36	54	39	45	37	259
36	38	42	51	40	49	36	256
37	39	52	42	42	57	52	284
38	50	46	42	44	51	45	278
39	46	46	45	38	52	37	264
40	47	52	52	31	45	39	266
41	37	57	53	31	48	41	267
42	39	57	46	36	57	43	278
43	49	52	40	30	49	39	259
44	55	39	51	45	54	39	283
45	39	45	39	45	43	41	252
46	44	45	53	44	51	52	289
47	46	52	48	38	51	42	277
48	54	49	48	41	52	45	289
49	47	38	42	31	41	39	238
50	49	52	50	44	48	45	288

Self-Concept

Different Nutritional Status, Upper/Rich Girls

Sr. No.	A	B	C	D	E	F	Total
1	16	10	2	3	7	3	41
2	16	17	11	12	9	6	71
3	16	16	10	12	7	6	67
4	16	14	10	9	9	6	64
5	16	14	9	3	8	5	55
6	13	17	9	7	9	6	61
7	16	16	9	9	10	6	66
8	13	9	4	8	6	4	44
9	13	9	4	8	6	4	44
10	16	18	11	11	10	7	73
11	14	15	6	12	11	7	65
12	16	18	10	11	10	7	72
13	16	16	12	11	10	7	72
14	16	15	7	8	10	5	61
15	16	15	9	10	8	7	65
16	16	16	10	11	9	7	69
17	14	16	9	11	7	5	62
18	14	17	9	8	7	5	60
19	14	15	8	8	9	5	59
20	16	14	11	4	9	6	60
21	13	14	11	6	10	2	56
22	16	16	4	7	6	4	53
23	16	16	7	7	6	4	56
24	13	17	7	11	7	6	61
25	12	17	9	11	5	6	60
26	12	14	11	9	5	6	57
27	14	11	11	8	7	7	58
28	14	11	10	8	11	7	61
29	12	10	9	11	11	7	60
30	16	15	11	11	9	5	67
31	16	17	11	9	8	5	66
32	14	17	7	9	8	6	61
33	14	16	12	7	11	6	66
34	15	16	12	11	9	6	69
35	15	14	9	11	9	4	62
36	13	11	9	22	6	4	65
37	13	10	11	8	6	3	51
38	12	10	11	8	7	7	55
39	16	17	7	11	9	6	66
40	16	15	7	11	10	6	65
41	12	11	6	7	9	6	51
42	12	14	11	4	11	5	57
43	14	15	12	4	11	5	61
44	14	15	11	6	7	4	57
45	14	18	10	11	6	4	63
46	16	10	10	11	6	5	58
47	16	10	9	7	10	6	58
48	11	17	9	9	9	6	61
49	16	17	11	9	10	6	69
50	16	11	10	11	10	6	64

Self-Concept

Different Nutritional Status, Middle/Average Girls

Sr. No.	A	B	C	D	E	F	Total
1	16	15	10	10	11	7	69
2	9	12	7	5	7	4	44
3	16	14	6	11	7	7	61
4	13	16	11	9	10	7	66
5	15	13	9	7	8	4	56
6	13	15	8	8	9	6	59
7	13	15	8	8	9	7	60
8	14	13	8	8	10	6	59
9	16	17	10	10	10	6	69
10	13	15	8	8	10	7	61
11	13	15	8	5	9	7	57
12	14	14	8	7	9	7	59
13	14	9	11	7	7	7	55
14	16	12	11	6	6	5	56
15	9	11	6	6	7	5	44
16	9	11	6	8	7	7	48
17	11	14	9	8	11	5	58
18	11	13	9	8	11	6	58
19	14	13	11	11	10	6	65
20	14	15	10	11	7	6	63
21	12	11	10	6	7	4	50
22	12	12	9	6	7	4	50
23	14	14	8	7	9	7	59
24	16	14	8	7	9	7	61
25	16	14	6	7	11	6	60
26	12	16	6	9	11	6	60
27	11	11	7	9	10	5	53
28	11	11	7	11	10	5	55
29	13	9	11	4	9	5	51
30	13	12	7	4	9	4	49
31	13	13	10	5	8	4	53
32	16	13	9	5	8	4	55
33	14	15	9	7	8	7	60
34	14	17	10	7	6	7	61
35	9	17	8	11	5	7	57
36	9	15	5	10	5	6	50
37	11	14	5	10	5	6	51
38	9	14	7	9	7	3	49
39	14	12	7	9	7	4	53
40	14	13	8	9	10	4	58
41	16	13	8	7	9	5	58
42	16	11	10	7	9	5	58
43	13	14	10	5	9	7	58
44	15	16	7	5	11	7	61
45	15	14	7	7	11	7	61
46	14	14	6	7	10	6	57
47	11	11	6	9	9	6	52
48	9	11	6	9	9	6	50
49	9	15	8	8	9	5	54
50	11	12	8	8	8	7	54

Self-Concept

Different Nutritional Status, Lower/Poor Girls

Sr. No.	A	B	C	D	E	F	Total
1	15	14	12	9	11	7	68
2	13	15	12	9	7	7	63
3	13	14	10	10	11	4	62
4	15	16	10	11	10	7	69
5	12	13	10	9	7	4	55
6	16	17	9	11	10	6	69
7	14	10	3	5	11	7	50
8	12	8	5	4	9	6	44
9	14	14	10	5	6	5	54
10	13	8	8	9	10	6	54
11	11	6	2	5	7	5	36
12	14	13	8	8	10	6	59
13	14	18	10	10	12	7	71
14	13	14	10	9	7	5	58
15	12	9	5	6	7	4	43
16	16	13	8	8	11	7	63
17	11	12	9	7	8	6	53
18	11	14	9	10	9	6	59
19	11	14	7	10	9	6	57
20	12	17	7	9	7	6	58
21	9	17	5	5	11	7	54
22	9	10	10	5	11	7	52
23	13	10	10	7	7	4	51
24	13	10	9	11	11	4	58
25	13	14	11	11	10	5	64
26	14	14	11	9	10	5	63
27	12	14	9	9	9	5	58
28	11	13	8	5	9	7	53
29	11	13	8	5	11	7	55
30	16	11	5	8	12	7	59
31	15	11	9	6	12	5	58
32	15	16	9	10	7	5	62
33	15	15	11	10	7	6	64
34	14	15	11	11	9	6	66
35	13	16	12	11	9	6	67
36	10	16	12	5	9	4	56
37	10	16	12	5	11	7	61
38	10	13	10	8	11	6	58
39	16	9	10	8	7	6	56
40	11	9	9	10	10	6	55
41	11	8	7	10	10	5	51
42	14	11	7	10	7	5	54
43	13	13	11	11	7	7	62
44	13	16	12	9	9	7	66
45	11	16	7	9	8	5	56
46	11	15	5	11	11	5	58
47	12	15	5	11	11	6	60
48	10	14	8	10	5	6	53
49	10	14	12	10	8	7	61
50	11	9	12	5	7	5	49

Achievement-Motivation

Different Nutritional Status - Girls

Sr. No.	Upper/Rich	Middle/Average	Lower/Poor
1	52	52	50
2	46	52	48
3	50	58	42
4	50	52	48
5	52	50	40
6	48	38	58
7	52	36	52
8	50	50	50
9	46	45	34
10	54	38	44
11	48	50	52
12	58	52	50
13	54	50	44
14	56	54	41
15	52	44	46
16	50	54	54
17	52	52	48
18	50	52	44
19	48	56	54
20	48	48	44
21	54	52	42
22	48	50	46
23	50	36	54
24	52	46	54
25	46	48	40
26	46	56	52
27	54	50	42
28	52	50	48
29	50	56	42
30	56	50	50
31	48	54	50
32	52	42	42
33	52	54	44
34	50	58	42
35	48	52	42
36	54	46	54
37	50	52	46
38	44	46	52
39	46	58	40
40	50	58	42
41	52	50	44
42	54	40	42
43	48	56	52
44	58	48	58
45	56	50	42
46	50	48	44
47	48	52	42
48	52	54	42
49	54	50	44
50	50	45	46